WORLD GEOGRAPHY

Standard WG - 1: The student will demonstrate an understanding of the physical and human characteristics of place, including the creation of regions and the ways that culture and experience influence the perception of place.

Enduring Understanding:
Physical and human characteristics of the environment define or give meaning to places, and geographers use and analyze regions to manage and interpret Earth's complexity. To analyze and synthesize information to solve problems and answer questions about the complexity of Earth, the student will…

Indicator:
WG – 1.1 Analyze physical characteristics of the environment that result in opportunities and obstacles for people (e.g., the role of climate in agriculture, site characteristics that limit development).

Taxonomy Level: Analyze/Conceptual Knowledge – 4/B

Previous/future knowledge:
In 1st grade, students compared ways that people use land and natural resources in different settings around the world (1-1.4). In 2nd grade, students identified on a map the location of places and geographic features of the local community (e.g., landforms, bodies of water, parks) (2-1.1), recognized characteristics of the local region, including its geographic features and natural resources (2-1.2), and students summarized changes that have occurred in the local community over time, including changes in the use of land and in the way people earn their living (2-1.4). In 3rd grade, students explained interactions between people and the physical landscape of South Carolina over time, including the effects on population distribution, patterns of migration, access to natural resources, and economic development (3-1.3). In 6th grade, students explained the emergence of agriculture and its effect on early human communities, including the domestication of plants and animals, the impact of irrigation techniques, and subsequent food surpluses (6-1.2). In 8th grade, students explained how South Carolinians used their natural resources uniquely to gain economic prosperity, including settlement by and trade with the people of Barbados, rice and indigo planting, and the practice of Mercantilism (8-1.5).

In World History, students will explain the competition between European kingdoms for space and resources (MWH – 2.3). In Economics, students will explain why the productive resources of land, labor, and capital are limited (ECON – 1.2) and summarize how differing factor endowments – such as geography, the development of technology, and the abundance of labor – affect the goods and services in which a nation specializes (ECON – 4.1).

It is essential for students to know:
The physical characteristics of the environment include climate, soil, water bodies, and

landforms. These characteristics interact in specific places to guide human activities. Students should be able to identify and describe the characteristics of allocation's physical environment that first attracted people and enabled them to thrive and prosper.

These physical characteristics often represent opportunities. A landform example is the Fall Line. The site of several North American cities, the Fall Line is a geologic boundary where harder crystalline rocks meet with sedimentary rocks laid down by the ocean. The feature, with its rocks interrupting rivers, limits upstream navigation and provides a location for hydropower generation. Philadelphia, Baltimore, Raleigh, and Columbia are examples. A soil example ismollisols, an organically-rich soil type found in the mid-latitudes (the Great Plains of the United States, the Argentinean Pampas, and the Ukraine). The success of these areas for wheat production is directly related to the presence of this nutrient rich soil. Regarding water, the fact that the majority of people (2/3) live within 300 miles of a river or coast speaks to the importance of water for commerce, waste disposal, and as a food and drinking water supply. Finally, climate (the long-term accumulated and average weather pattern for a location) determines the ability to grow certain crops, such as grapes in the Mediterranean or citrus in Florida.

People take advantage of the physical environment for agriculture, industry, and recreational activities, but these features can have different meanings for different users. For example, a ski resort operator sees a mountain as an economic opportunity while a highway engineer sees the same feature as an economic and physical obstacle. Often the physical feature provides both opportunity and obstacle, requiring a choice by people regarding its use. For example, floodplains are attractive as flat places to build and for the silt laid down for agriculture, but periodic flooding invites ruin for those same settlements. Warm climates sustain beach tourism, but bring people closer to areas vulnerable to hurricanes. People are, however, active agents in the environment. The environment is not fully determinative, but it can impact the choices available to people. In California and elsewhere, people have reacted to seismically active areas by re-designing buildings and enacting development restrictions (e.g.: zoning). The lack of moisture in parts of coastal Peru has been overcome by the construction of fine netting that pulls moisture from fog and into irrigation systems. People are innovative and adaptive, creating opportunities out of their environment where possible while other features serve as obstacles. Importantly, students should recognize that the physical environment is not static and that the conditions that support human activities in a place are subject to change over time.

It is not essential for students to know:
While students should review soil orders, climate regions, the location of major water bodies and rivers, the basics of the hydrologic cycle, and landform building processes (Standard 2 – physical geography), it is not necessary to know soil sub-orders, the Köppen climate classification, rock types (beyond igneous, sedimentary, metamorphic), or landform processes such as glaciation for this indicator. The World Geography course is conceptual in nature and not organized around the

accumulation of facts about various places. Student mastery is demonstrated by the ability to apply spatial concepts across multiple topics and for multiple places.

Social Studies Literacy Skills for the Twenty-First Century:

- Analyze and draw conclusions about the locations of places, the conditions at places, and the connections between places.

Assessment Guidelines:

Appropriate classroom assessments ***could*** require students to be able to:

Analyze

- Differentiate
- Organize
- Attribute

Or any verb from the **Apply**, **Understand** or **Remember** cognitive process dimension.

WORLD GEOGRAPHY

Standard WG - 1: The student will demonstrate an understanding of the physical and human characteristics of place, including the creation of regions and the ways that culture and experience influence the perception of place.

Enduring Understanding:
Physical and human characteristics of the environment define or give meaning to places, and geographers use and analyze regions to manage and interpret Earth's complexity. To analyze and synthesize information to solve problems and answer questions about the complexity of Earth, the student will…

Indicator:
WG – 1.1 Analyze physical characteristics of the environment that result in opportunities and obstacles for people (e.g., the role of climate in agriculture, site characteristics that limit development).

Taxonomy Level: Analyze/Conceptual Knowledge – 4/B

Previous/future knowledge:
In 1st grade, students compared ways that people use land and natural resources in different settings around the world (1-1.4). In 2nd grade, students identified on a map the location of places and geographic features of the local community (e.g., landforms, bodies of water, parks) (2-1.1), recognized characteristics of the local region, including its geographic features and natural resources (2-1.2), and students summarized changes that have occurred in the local community over time, including changes in the use of land and in the way people earn their living (2-1.4). In 3rd grade, students explained interactions between people and the physical landscape of South Carolina over time, including the effects on population distribution, patterns of migration, access to natural resources, and economic development (3-1.3). In 6th grade, students explained the emergence of agriculture and its effect on early human communities, including the domestication of plants and animals, the impact of irrigation techniques, and subsequent food surpluses (6-1.2). In 8th grade, students explained how South Carolinians used their natural resources uniquely to gain economic prosperity, including settlement by and trade with the people of Barbados, rice and indigo planting, and the practice of Mercantilism (8-1.5).

In World History, students will explain the competition between European kingdoms for space and resources (MWH – 2.3). In Economics, students will explain why the productive resources of land, labor, and capital are limited (ECON – 1.2) and summarize how differing factor endowments – such as geography, the development of technology, and the abundance of labor – affect the goods and services in which a nation specializes (ECON – 4.1).

It is essential for students to know:
The physical characteristics of the environment include climate, soil, water bodies, and

landforms. These characteristics interact in specific places to guide human activities. Students should be able to identify and describe the characteristics of allocation's physical environment that first attracted people and enabled them to thrive and prosper.

These physical characteristics often represent opportunities. A landform example is the Fall Line. The site of several North American cities, the Fall Line is a geologic boundary where harder crystalline rocks meet with sedimentary rocks laid down by the ocean. The feature, with its rocks interrupting rivers, limits upstream navigation and provides a location for hydropower generation. Philadelphia, Baltimore, Raleigh, and Columbia are examples. A soil example ismollisols, an organically-rich soil type found in the mid-latitudes (the Great Plains of the United States, the Argentinean Pampas, and the Ukraine). The success of these areas for wheat production is directly related to the presence of this nutrient rich soil. Regarding water, the fact that the majority of people (2/3) live within 300 miles of a river or coast speaks to the importance of water for commerce, waste disposal, and as a food and drinking water supply. Finally, climate (the long-term accumulated and average weather pattern for a location) determines the ability to grow certain crops, such as grapes in the Mediterranean or citrus in Florida.

People take advantage of the physical environment for agriculture, industry, and recreational activities, but these features can have different meanings for different users. For example, a ski resort operator sees a mountain as an economic opportunity while a highway engineer sees the same feature as an economic and physical obstacle. Often the physical feature provides both opportunity and obstacle, requiring a choice by people regarding its use. For example, floodplains are attractive as flat places to build and for the silt laid down for agriculture, but periodic flooding invites ruin for those same settlements. Warm climates sustain beach tourism, but bring people closer to areas vulnerable to hurricanes. People are, however, active agents in the environment. The environment is not fully determinative, but it can impact the choices available to people. In California and elsewhere, people have reacted to seismically active areas by re-designing buildings and enacting development restrictions (e.g.: zoning). The lack of moisture in parts of coastal Peru has been overcome by the construction of fine netting that pulls moisture from fog and into irrigation systems. People are innovative and adaptive, creating opportunities out of their environment where possible while other features serve as obstacles. Importantly, students should recognize that the physical environment is not static and that the conditions that support human activities in a place are subject to change over time.

It is not essential for students to know:
While students should review soil orders, climate regions, the location of major water bodies and rivers, the basics of the hydrologic cycle, and landform building processes (Standard 2 – physical geography), it is not necessary to know soil sub-orders, the Köppen climate classification, rock types (beyond igneous, sedimentary, metamorphic), or landform processes such as glaciation for this indicator. The World Geography course is conceptual in nature and not organized around the

accumulation of facts about various places. Student mastery is demonstrated by the ability to apply spatial concepts across multiple topics and for multiple places.

Social Studies Literacy Skills for the Twenty-First Century:

- Analyze and draw conclusions about the locations of places, the conditions at places, and the connections between places.

Assessment Guidelines:

Appropriate classroom assessments ***could*** require students to be able to:

Analyze

- Differentiate
- Organize
- Attribute

Or any verb from the **Apply**, **Understand** or **Remember** cognitive process dimension.

WORLD GEOGRAPHY

Standard WG - 1: The student will demonstrate an understanding of the physical and human characteristics of place, including the creation of regions and the ways that cultureand experience influence the perception of place.

Enduring Understanding:

Physical and human characteristics of the environment define or give meaning to places, and geographers use and analyze regions to manage and interpret Earth's complexity. To analyze and synthesize information to solve problems and answer questions about the complexity of Earth, the student will…

Indicator:

WG – 1.2 Analyze human characteristics of places, including the ways places change with innovation and the diffusion of people and ideas (e.g., the spread of religion and democracy).

Taxonomy Level: Analyze/Conceptual Knowledge – 4/B

Previous/future knowledge:

In 1st grade, students compared schools and neighborhoods that are located in different settings around the world (1-1.1). In 2nd grade, students summarized changes that have occurred in the local community over time, including changes in the use of land and in the way people earn their living (2-1.4). In 3rd grade, students explained interactions between the people and physical landscape of South Carolina over time, including the effects of population distribution, patterns of migration, access to natural resources, and economic development (3-1.3). In 6thgrade, students compared the river valley civilizations of the Tigris and Euphrates (Mesopotamia), the Nile (Egypt), the Indus (India), and Huang He (China), including the evolution of written language, government, trade systems, architecture, and forms of social order (6-1.3), and explained the origins, fundamental beliefs, and spread of Eastern religions, including Hinduism (India), Judaism (Mesopotamia), Buddhism (India), and Confucianism and Taoism (China).

In World History, students will describe the diffusion of people and goods between Europe, Asia, and Africa during the fourteenth and fifteenth centuries to show the networks of economic interdependence and cultural interactions (MWH-1.1).

It is essential for students to know:

Places are human creations, locations with distinctive physical and human characteristics that distinguish them from other locations. We come from places, live in places, and preserve places. Physical and human characteristics interact to create a place by giving it meaning and significance. Physical characteristics of place include landforms, climate, soils, and hydrology while things like language, religion, political systems, economic systems, and population distribution are examples of human characteristics. Knowing the physical and human

characteristics of their own places influences how people think about whom they are; knowing about other places influences how people understand other peoples, cultures, and regions of the world.

This indicator focuses on the human characteristics of place. These include the languages spoken, faiths practiced, styles of architecture, forms of government, resources used, and cultural practices, among others. Innovation can describe how places change from within while diffusion of people and ideas across space describes how places are changed by interaction with other places. Diffusion may be hierarchical (large city to rural areas), contagious (person to person contact), or via relocation (migration of people). Change in the characteristics of place may be harmonious or contentious.

Students should be able to identify and describe categories of human characteristics that define a location as a place; describe how certain places can have meanings which distinguish them from other places; and explain the factors that contribute to the identity of being from a specific place.

As an example, students may consider the types of clothing, housing, and transportation used in different regions of the world. Other human processes change places. For example, the introduction of a new industry or the closing of an existing industry could change the characteristics of a place. Likewise, the construction of a new bridge between two cities or creating a new traffic pattern could result in changes in that place.

It is not essential for students to know:

While students should knowthe broad patterns of human characteristics throughout different regions of the world, it is not essential for students to know each human characteristic of every location. For example, students should recognize that the Indo-European language family predominates in the Western Hemisphere and why this so, however, knowing the official language of each country is not necessary. Students do not need to know specific characteristics for each city and/or country such as population, language, religion, or government. The World Geography course is conceptual in nature and not organized around the accumulation of facts about various places. Student mastery is demonstrated by the ability to apply spatial concepts across multiple topics and for multiple places.

Social Studies Literacy Skills for the Twenty-First Century:

- Trace and describe continuity and change across cultures.
- Explain contemporary patterns of human behavior, culture, and political and economic systems.

Assessment Guidelines:

Appropriate classroom assessments ***could*** require students to be able to:

Analyze

- Differentiate
- Organize
- Attribute

Or any verb from the **Understand** or **Remember** cognitive process dimensions.

Standard WG - 1: The student will demonstrate an understanding of the physical and human characteristics of place, including the creation of regions and the ways that cultureand experience influence the perception of place.

Enduring Understanding:

Physical and human characteristics of the environment define or give meaning to places, and geographers use and analyze regions to manage and interpret Earth's complexity. To analyze and synthesize information to solve problems and answer questions about the complexity of Earth, the student will…

Indicator:

WG – 1.3 Explain how physical environment and human characteristics can be used to organize a region and how regions change over time (e.g., from heavy manufacturing belts to "rust belts").

Taxonomy Level: Understand/Conceptual Knowledge – 2/B

Previous/future knowledge:

In 1st grade, students compared schools and neighborhoods that are located in different settings around the world (1-1.1). In second grade, students recognized characteristics of the local region, including its geographic features and natural resources (2-1.2), summarized changes that have occurred in the local community over time, including changes in the use of land and in the way people earn their living (2-1.4), and recognized the basic elements that make up a cultural region in the United States, including language, beliefs, customs, art, and literature (2-4.1). In 3rd grade, students categorized the six landform regions of South Carolina according to their climate, physical features, and natural resources (3-1.1). In 4th grade, students compared the everyday life, physical environment, and culture of the major Native American cultural groupings (4-1.1). In 6th grade, students compared the river valley civilizations of the Tigris and Euphrates, the Nile, the Indus, and the Huang He, including the evolution of written language, government, trade systems, architecture, and forms of social order (6-1.3).

In United States History, students will summarize the distinct characteristics of each colonial region in the settlement and development of British North America, including religious, social, political, and economic differences (USHC-1.1).

It is essential for students to know:
Regions have different origins and functions. Humans identify regions to manage and interpret Earth's complexity. Regions have characteristics that make them distinct, cohesive, and set apart from other regions. Regions vary in scale from the local to the global, can overlap, or be nested within each other. Three types of regions are recognized: formal, functional, and perceptual. The formal region is characterized by a common property such as climate, religion, vegetation, or

land use (e.g., Latin America, Great Plains). A functional region is organized around a node or focal point with surrounding areas linked by transportation systems, communication systems, and economic associations (e.g., distribution area for a newspaper, Metropolitan Statistical Area). A perceptual region is based upon feelings and attitudes about places (e.g., Lowcountry, Dixie). All regions are dynamic and subject to change in property and definition over time.

Students should be able to describe the distinguishing characteristics and meaning of several different regions, identify and explain the criteria used to define formal, functional, and perceptual regions; explain how a place can be within multiple regional classifications; and explain the changes in boundaries and characteristics of regions.

Regions change. A student might explain this concept by describing how U.S. states have changed over time, how the entrance of immigrants to neighborhoods changes the characteristics of that place, or how changes in climate will result in different vegetation patterns (altering how we think about the potential for agricultural production in those places).

It is not essential for students to know:

While it is important to know that both physical and human characteristics together organize the different regions of the world, it is not essential for students to know each physical and human characteristic that define a region (i.e., soil type, landforms, bodies of water, climate, population, ethnicities, religion, government, etc.). The World Geography course is conceptual in nature and not organized around the accumulation of facts about various places. Student mastery is demonstrated by the ability to apply spatial concepts across multiple topics and for multiple places.

Social Studies Literacy Skills for the Twenty-First Century:

- Represent and interpret Earth's physical and human systems using maps, mental maps, geographic models and other social studies resources to make inferences and draw conclusions.
- Analyze and draw conclusions about the locations of places, the conditions at places, and the connections between places.

Assessment Guidelines:

Appropriate classroom assessments ***could*** require students to be able to:

Understand

- Interpret
- Exemplify
- Classify

- Summarize
- Infer
- Compare
- Explain

Or any verb from the **Remember** cognitive process dimension.

Standard WG - 1: The student will demonstrate an understanding of the physical and human characteristics of place, including the creation of regions and the ways that cultureand experience influence the perception of place.

Enduring Understanding:

Physical and human characteristics of the environment define or give meaning to places, and geographers use and analyze regions to manage and interpret Earth's complexity. To analyze and synthesize information to solve problems and answer questions about the complexity of Earth, the student will…

Indicator:

WG – 1.4 Differentiate the ways in which people change their views of places and regions as a result of physical, cultural, economic and political conditions (e.g., views of the Middle East after September 11, 2001).

Taxonomy Level: Analyze/Conceptual Knowledge – 4/B

Previous/future knowledge:

In 5th grade, students explained the impact of the September 11, 2001 terrorist attacks on the United States, including wars in Iraq and Afghanistan and the home-front responses to terrorism (5-6.3). In 7th grade, students compared the social, economic, and political opportunities for women in various nations and societies around the world, including those in developing and industrialized nations and within societies dominated by religions (7-6.4).

In World History, students will describe the reactions in Asian kingdoms to the Western ideas of nationalism, including the Indian nationalist government, the Meiji era in Japan, and the Manchu dynasty in Japan (MWH-6.6).

It is essential for students to know:
Our own culture and experiences help define the way we perceive other places and regions. For example, a fresh water-rich Canada views the importance of water much differently than an arid Chad abutting the Sahara Desert. Changing physical, cultural, economic and political conditions can further alter how people identify and, ultimately, interact with those regions. For example, many Americans fled "The Great American Desert" during the Dust Bowl; the region now is known as food breadbasket. Southeast Asia during the 1960s was a place where the dominoes of Communism were falling, while today places like Vietnam are touted for their investment potential for American dollars. The Middle East (itself an interesting construct – in the "middle" of what "east"?) of the early 21st century finds itself identified mostly for religious extremism. These perceptions help guide human interaction with those places. Consider the positive image of Southern California as portrayed through popular music and television during the 1960s that

helped drive migration to the Golden State. Students must understand the factors that influence their own perceptions of places and regions to avoid stereotyping the worlds of others.

Students should be able to describe how a place becomes more familiar the more it is experienced; analyze the ways in which people change their views of places and regions as a result of media reports or interactions with other people; and explain the possible consequences of people's changing perceptions of places and regions.

A student might consider how their views of their home country compare to their parents who have much more lived experience in that place. Students can also reflect about what they know about the world and determine the source(s) of that information, considering how the source influences their attitudes about those other places. Regarding the consequences of perceptions, students can think about how events such as Hurricane Katrina and the Deepwater Horizon Gulf oil spill might influence people's vacation decisions, drastically impacting that area's economy.

It is not essential for students to know:

It is not essential for students to know how every region of the Earth is viewed by different people and how those views have changed throughout time. Although it is necessary for students to understand how regions have changed as a result of physical, cultural, economic, or political conditions and therefore are viewed differently by people, it is not necessary to know the details of the specific change that occurred. The World Geography course is conceptual in nature and not organized around the accumulation of facts about various places. Student mastery is demonstrated by the ability to apply spatial concepts across multiple topics and for multiple places.

Social Studies Literacy Skills for the Twenty-First Century:

- Trace and describe continuity and change across cultures.
- Explain contemporary patterns of human behavior, culture, and political and economic systems.

Assessment Guidelines:

Appropriate classroom assessments ***could*** require students to be able to:

Analyze

- Differentiate
- Organize
- Attribute

Or any verb from the **Understand** or **Remember** cognitive process dimensions.

Indicator WG – 1.4

Standard WG - 1: The student will demonstrate an understanding of the physical and human characteristics of place, including the creation of regions and the ways that cultureand experience influence the perception of place.

Enduring Understanding:

Physical and human characteristics of the environment define or give meaning to places, and geographers use and analyze regions to manage and interpret Earth's complexity. To analyze and synthesize information to solve problems and answer questions about the complexity of Earth, the student will…

Indicator:

WG – 1.5 Explain how individuals view places and regions on the basis of their particular stage of life, gender, social class, ethnicity, values, and access to technology (e.g., how retirees have changed the cultural landscape and available human services in Florida).

Taxonomy Level: Understand/Conceptual Knowledge – 2/B

Previous/future knowledge:

In 5th grade, students explained the impact of the September 11, 2001 terrorist attacks on the United States, including wars in Iraq and Afghanistan and the home-front responses to terrorism (5-6.3). In 7th grade, students compared the social, economic, and political opportunities for women in various nations and societies around the world, including those in developing and industrialized nations and within societies dominated by religions (7-6.4) and explained the significance and impact of the information, technological, and communications revolutions, including the role of television, satellites, computers, and the Internet (7-6.5). In 8th grade, students compared the differing impact of the Civil War on South Carolinians in each of the various social classes, including those groups defined by race, gender, and age (8-4.6).

In World History, students will describe the reactions in Asian kingdoms to the Western ideas of nationalism, including the Indian nationalist government, the Meiji era in Japan, and the Manchu dynasty in Japan (MWH-6.6).

It is essential for students to know:
How people perceive the place where they live and other parts of the world varies with ideology, ethnicity, language, gender, age, religion, history and politics, social class, and economic status. The significance one attaches to a place may be influenced by feelings of belonging or alienation, a sense of being an insider or an outsider, or a sense of tradition versus one of novelty. For example, Devils Tower National Monument in Wyoming is a sacred place for Native American religions, conflicting with recreationists desires to use the feature for rock climbing. Social class divisions highlight competing claims over public spaces (e.g., where are the homeless allowed to congregate?). Remembering and commemorating events and places are

often contested with reference to history and ethnicity (e.g., displaying a Confederate flag; re-naming a street in honor of Martin Luther King, Jr.).

Students should be able to describe how people view places in their community differently; describe examples of how perceptions of places and regions are based on direct experiences and indirect experiences; and explain how and why people view places and regions differently as a function of language, religion, ethnicity, etc. For example, a student may consider how teenagers and senior citizens view what are appropriate uses for a community park, what types of protest are "acceptable" in public spaces, or how positions on land use zoning could vary by political or economic ideology.

It is not essential for students to know:

It is not essential for students to know specific examples of how people view places in their community and in different regions of the world, but rather why people with differences in ideology, ethnicity, language, gender, age, religion, history and politics, social class, and economic status view places differently. The World Geography course is conceptual in nature and not organized around the accumulation of facts about various places. Student mastery is demonstrated by the ability to apply spatial concepts across multiple topics and for multiple places.

Social Studies Literacy Skills for the Twenty-First Century:

- Trace and describe continuity and change across cultures.
- Explain contemporary patterns of human behavior, culture, and political and economic systems.

Assessment Guidelines:

Appropriate classroom assessments ***could*** require students to be able to:

Understand

- Interpret
- Exemplify
- Classify
- Summarize
- Infer
- Compare
- Explain

Or any verb from the **Remember** cognitive process dimension.

WORLD GEOGRAPHY

Standard WG - 2: The student will demonstrate an understanding of the physical processes that shape the patterns of Earth's surface, including the dynamics of the atmosphere, biosphere, hydrosphere, and lithosphere.

Enduring Understanding:
Through the interactions within and between the atmosphere, biosphere, hydrosphere, and lithosphere, Earth serves as the home of all living things. To understand the interconnections among these systems, the student will…

Indicator:
WG – 2.1 Explain the ways in which Earth's physical systems and processes (the atmosphere, biosphere, hydrosphere, and lithosphere) are dynamic and interactive (e.g., conditions that cause changes in climate).

Taxonomy Level: Understand/Conceptual Knowledge - 2/B

Previous/future knowledge:
In 1st grade, students identified various natural resources around the world (1-1.3). In 3rd grade, students categorized the six landform regions of South Carolina according to their climate, physical features, and natural resources (3-1.1). In 5th grade, students identified issues related to the use of natural resources by the United States, including recycling, climate change, environmental hazards, and depletion that requires our reliance on foreign resources (5-6.6). In 6th grade, students explained the emergence of agriculture and its effect on early human communities, including the domestication of plants and animals, the impact of irrigation techniques, and subsequent food surpluses (6-1.2).

It is essential for students to know:
The physical environment is the stage for all human activity. Physical systems create, maintain, and modify the features that constitute Earth's surface. The geographically informed person must understand that four systems generate those features. They can be grouped into categories: the atmosphere, the biosphere, the hydrosphere and the lithosphere. Recognizing the interactions within and among these four components offers insights on how Earth serves as the home of all living things – plants, animals, and humans.

Students will be able to identify the different parts of the lithosphere and explain how Earth's crust moves and changes over time (e.g., volcanoes, mountain building, and ocean ridge spreading resulting in continental movement). Students would analyze the patterns of physical features such as comparing maps of the tectonic plates and selected mountain ranges and predict locations of other mountains (including volcanic) based on the plate boundaries. They would also investigate rock types (igneous, sedimentary, metamorphic) and basic soil orders.

Students will know the different layers of the atmosphere (troposphere, stratosphere, etc.), the atmosphere's basic gaseous composition, the "greenhouse" effect, and the role of atmospheric ozone.

The hydrologic cycle, including the knowledge of the location of major water bodies and rivers, comprises another important system. The student should understand surface and groundwater differences, evaporation and evapotranspiration, precipitation, and impacts on surface features such as erosion and sedimentation.

The student may explore the interrelationship of these systems by explaining the ocean circulation system and the way it affects climate (e.g., North Atlantic Drift and the mild climate of Western Europe; climatic effects of El Nino or La Nina).

As humans also are active parts of these systems, the student may identify the conditions that cause changes in climate and the consequent effects on ocean levels, agricultural productivity, and land use. Another example would be to describe the physical processes that occur in dry environments (e.g., desertification and soil degradation, flash floods, dust storms, sand movement, soil erosion, and salt accumulation in the soil).

It is not essential for students to know:
While students should review soil orders, climate regions, the location of major water bodies and rivers, the basics of the hydrologic cycle, and landform building processes, it is not necessary to know soil sub-orders, the Köppen climate classification, rock types (beyond igneous, sedimentary, metamorphic), or landform processes such as glaciation for this indicator. The World Geography course is conceptual in nature and not organized around the accumulation of facts about various places. Student mastery is demonstrated by the ability to apply spatial concepts across multiple topics and for multiple places.

Social Studies Literacy Skills for the Twenty-First Century:

- Analyze and draw conclusions about the locations of places, the conditions at places, and the connections between places.

Assessment Guidelines:

Appropriate classroom assessments ***could*** require students to be able to:
Understand

- Interpret
- Exemplify
- Classify
- Summarize

- Infer
- Compare
- Explain

Or any verb from the **Remember** cognitive process dimension.

Standard WG - 2: The student will demonstrate an understanding of the physical processes that shape the patterns of Earth's surface, including the dynamics of the atmosphere, biosphere, hydrosphere, and lithosphere.

Enduring Understanding:
Through the interactions within and between the atmosphere, biosphere, hydrosphere, and lithosphere, Earth serves as the home of all living things. To understand the interconnections among these systems, the student will…

Indicator:
WG – 2.2 Explain how variability in Earth-Sun relationships affects Earth's physical processes over time (e.g., glaciation).

Taxonomy Level: Understand/Conceptual Knowledge - 2/B

Previous/future knowledge:
In 1st grade, students identified various natural resources around the world (1-1.3). In 3rd grade, students categorized the six landform regions of South Carolina according to their climate, physical features, and natural resources (3-1.1). In 5th grade, students identified issues related to the use of natural resources by the United States, including recycling, climate change, environmental hazards, and depletion that requires our reliance on foreign resources. In 6th grade, students explained the emergence of agriculture and its effect on early human communities, including the domestication of plants and animals, the impact of irrigation techniques, and subsequent food surpluses (6-1.2).

It is essential for students to know:
Almost all of Earth's energy comes from the sun. The synchronized Earth-Sun relationship is essential for the planet to be habitable and capable of supporting life as we know it. Earth's position relative to the sun affects events and conditions in every part of the world. The amount of solar energy a place receives depends on the cyclically changing angles of the Sun's rays. The seasons result from the tilt of Earth and its revolution around the Sun, which results in variable heating patterns, and thus significantly influences climate and weather as well as human activity.

Students will learn about incoming solar radiation, the angle of incidence (angle of the rays as the globe moves to represent the different seasons), and spatial differences in air pressure (such as pressure belts), temperature, and moisture. Weather fronts, storm types, and the movement of wind and ocean currents also are covered.

The student will be able to locate and explain the occurrences of weather phenomena due to annual changes in Earth-Sun relationships (e.g., hurricanes in the fall in subtropical areas;

monsoon rainfall; tornadoes in the middle latitudes during the spring and summer). Additionally, the student will explain how cyclic changes in Earth's orbit result in changes in heating which result in climatic changes such as an ice age and glaciation of Earth's surface. Differentiating between climate and weather is essential.

It is not essential for students to know:
While students should understand why certain climatic conditions exist where they do, it is not necessary to know the Köppen climate classification for this indicator. Students do not need to know the specific types of clouds or the principal surface ocean currents. The World Geography course is conceptual in nature and not organized around the accumulation of facts about various places. Student mastery is demonstrated by the ability to apply spatial concepts across multiple topics and for multiple places.

Social Studies Literacy Skills for the Twenty-First Century:

- Analyze and draw conclusions about the locations of places, the conditions at places, and the connections between places.

Assessment Guidelines:

Appropriate classroom assessments ***could*** require students to be able to:
Understand
- Interpret
- Exemplify
- Classify
- Summarize
- Infer
- Compare
- Explain

Or any verb from the **Remember** cognitive process dimension.

Standard WG - 2: The student will demonstrate an understanding of the physical processes that shape the patterns of Earth's surface, including the dynamics of the atmosphere, biosphere, hydrosphere, and lithosphere.

Enduring Understanding:
Through the interactions within and between the atmosphere, biosphere, hydrosphere, and lithosphere, Earth serves as the home of all living things. To understand the interconnections among these systems, the student will…

Indicator:
WG – 2.3 Infer the resulting change produced by a specific physical process operating on Earth's surface (e.g., the role of plate tectonics in mountain building).

Taxonomy Level: Understand/Conceptual Knowledge - 2/B

Previous/future knowledge:
In 1st grade, students identified various natural resources around the world (1-1.3). In 3rd grade, students categorized the six landform regions of South Carolina according to their climate, physical features, and natural resources (3-1.1). In 5th grade, students identified issues related to the use of natural resources by the United States, including recycling, climate change, environmental hazards, and depletion that requires our reliance on foreign resources (5-6.6) .

It is essential for students to know:
Understanding how physical systems work can impact the choices people make about where they live, the types of buildings they construct, the travel networks they develop, and how they generally conduct their lives.

Students should be able to explain how physical processes shape the patterns of features on Earth's surface. This could include identifying landforms such as canyons, mesas, and deltas along with the physical processes that formed them. Chemical and mechanical weathering, mass wasting, and stream course development (ox-bow lakes, cut bars, etc.) are important topics.

Other landform processes such as glaciation and the development of coastal landforms are taught here. Students may be asked to locate lakes resulting from glaciation in the U.S. or explain the development of barrier islands. Aretes, moraines, and cirques are examples of glacial features; barrier islands, terraces, and the longshore current are important coastal landforms or processes.

Predicting change resulting from a particular process might include locating and explaining the physical processes forming islands (e.g., Hawaiian Islands) or increasing the elevation of mountains (e.g., Himalayan Mountains) due to plate tectonics.

It is not essential for students to know:
Although it is important to explain how physical processes shape the patterns of features on Earth's surface, it is not necessary for students to know the principal lithospheric plates of the world or the location of all the divergent, convergent, and transform boundaries on the earth. It is not necessary for students to know all alpine glacial landforms or depositional features formed by ice sheets. The World Geography course is conceptual in nature and not organized around the accumulation of facts about various places. Student mastery is demonstrated by the ability to apply spatial concepts across multiple topics and for multiple places.

Social Studies Literacy Skills for the Twenty-First Century:

- Analyze and draw conclusions about the locations of places, the conditions at places, and the connections between places.

Assessment Guidelines:

Appropriate classroom assessments ***could*** require students to be able to:
Understand
- Interpret
- Exemplify
- Classify
- Summarize
- Infer
- Compare
- Explain

Or any verb from the **Remember** cognitive process dimension.

Standard WG - 2: The student will demonstrate an understanding of the physical processes that shape the patterns of Earth's surface, including the dynamics of the atmosphere, biosphere, hydrosphere, and lithosphere.

Enduring Understanding:
Through the interactions within and between the atmosphere, biosphere, hydrosphere, and lithosphere, Earth serves as the home of all living things. To understand the interconnections among these systems, the student will…

Indicator:
WG – 2.4 Explain how a physical event or process can influence an ecosystem in terms of its characteristics and its ability to withstand stress (e.g., the response of forest flora to a fire).

Taxonomy Level: Understand/Conceptual Knowledge - 2/B

Previous/future knowledge:
In 1st grade, students identified various natural resources around the world (1-1.3). In 3rd grade, students categorized the six landform regions of South Carolina according to their climate, physical features, and natural resources (3-1.1). In 5th grade, students identified issues related to the use of natural resources by the United States, including recycling, climate change, environmental hazards, and depletion that requires our reliance on foreign resources (5-6.6). In 6th grade, students explained the emergence of agriculture and its effect on early human communities, including the domestication of plants and animals, the impact of irrigation techniques, and subsequent food surpluses (6-1.2).

It is essential for students to know:
All elements of the environment, including the human, are part of many different but nested ecosystems and the biomes of which they are a part. Changes in one ecosystem have a ripple effect, with varying degrees of impact, as it reaches out to other ecosystems ultimately affecting the structures of the larger biomes. While ecosystems and biomes provide both stability and balance on Earth's surface, they can be altered by large-scale natural events such as volcanic eruptions or long-term droughts, or by such human interventions as overgrazing grasslands and clearing rainforests without an understanding and therefore regard for the environmental consequences.

Students should be able to identify and compare communities of plants and animals and the physical environments in which they live (e.g., grasses, insects, birds, and mammals in a grassland; giant kelp, crustaceans, fish, and mammals in ocean kelp beds). Students will understand food chains or webs and be able to explain the flow of energy and the cycling of matter through an ecosystem (e.g., the food chain or the hydrologic cycle).

Other important topics include the interactions of components within an ecosystem (e.g., water cycle; oxygen and carbon dioxide exchange; producers, consumers, and decomposers).

With a full understanding of ecosystems and processes, students explore their ability to withstand stress caused by physical events (e.g., a river system adjusting to the arrival of an introduced invasive plant species; changes in forest flora and fauna after a fire).

It is not essential for students to know:
While students should be able to identify and compare communities of plants and animals and the physical environments in which they live, they do not need to know all of the specific plants animals for each region of the world. While students do need to know the location of the broad regions of natural vegetation and how this relates to climatic zones, they do not need to know these locations for individual countries of the world. The World Geography course is conceptual in nature and not organized around the accumulation of facts about various places. Student mastery is demonstrated by the ability to apply spatial concepts across multiple topics and for multiple places.

Social Studies Literacy Skills for the Twenty-First Century:

- Analyze and draw conclusions about the locations of places, the conditions at places, and the connections between places.

Assessment Guidelines:

Appropriate classroom assessments ***could*** require students to be able to:
Understand
- Interpret
- Exemplify
- Classify
- Summarize
- Infer
- Compare
- Explain

Or any verb from the **Remember** cognitive process dimension.

Standard WG - 2: The student will demonstrate an understanding of the physical processes that shape the patterns of Earth's surface, including the dynamics of the atmosphere, biosphere, hydrosphere, and lithosphere.

Enduring Understanding:
Through the interactions within and between the atmosphere, biosphere, hydrosphere, and lithosphere, Earth serves as the home of all living things. To understand the interconnections among these systems, the student will…

Indicator:
WG – 2.5 Infer how physical processes can cause change over time in the distribution and characteristics of ecosystems and biomes (e.g., how changes in temperature and moisture can drive desertification).

Taxonomy Level: Understand/Conceptual Knowledge - 2/B

Previous/future knowledge:
In 1st grade, students identified various natural resources around the world (1-1.3). In 3rd grade, students categorized the six landform regions of South Carolina according to their climate, physical features, and natural resources (3-1.1). In 5th grade, students identified issues related to the use of natural resources by the United States, including recycling, climate change, environmental hazards, and depletion that requires our reliance on foreign resources (5-6.6). In 6th grade, students explained the emergence of agriculture and its effect on early human communities, including the domestication of plants and animals, the impact of irrigation techniques, and subsequent food surpluses (6-1.2).

It is essential for students to know:
Ecosystems and biomes are defined by specific plant and animal communities interacting with the physical environment and are unevenly distributed on Earth's surface. Both are integral parts of the biosphere and interact with the atmosphere, hydrosphere, and lithosphere to form areas varying in size, shape, scale and complexity. An ecosystem, for example, might be as small as a stand of oak trees or a pond, or as large and complex as a vast desert or rainforest. Ecosystems that share similar characteristics of climate and vegetation can be grouped together to form global-scale regions known as biomes. These biomes include Earth's tropical and temperate forests, savannas and scrublands, grasslands, deserts, tundra, and the ocean.

Students will identify the types and characteristics of biomes by comparing the temperature, precipitation, and vegetation characteristics of various biomes, (e.g., deserts, grasslands, savannas, temperate forests, tropical forests, arctic tundra). Students will locate different types of

vegetation on the appropriate portions of a world climate map (e.g., cacti and succulents on a desert climate; tropical forest trees on a tropical climate; coral in shallow, tropical marine waters) and explain why latitude and elevation influence where biomes occur.

Students should explain how physical processes influence the distribution of ecosystems by identifying the similarity of locations (e.g., compare latitude and conditions that result in desert regions around the world; analyze the impact of rising sea temperatures on the distribution and survival of coral reef ecosystems). In another example, students may predict how rising global temperatures cause changes in various biomes (e.g., melting Arctic sea ice; shifting desertification and grassification; rising sea levels).

It is not essential for students to know:
Although it is important to understand that weathering begins the process of soil formation, students do not need to know the factors of soil formation, soil profiles, soil properties and soil orders. Students do not need to know the specific regions of natural vegetation and the stages of succession in the natural environment. The World Geography course is conceptual in nature and not organized around the accumulation of facts about various places. Student mastery is demonstrated by the ability to apply spatial concepts across multiple topics and for multiple places.

Social Studies Literacy Skills for the Twenty-First Century:

- Represent and interpret Earth's physical and human systems by using maps, mental maps, geographic models, and other social studies resources to make inferences and draw conclusions.

Assessment Guidelines:

Appropriate classroom assessments ***could*** require students to be able to:
Understand
- Interpret
- Exemplify
- Classify
- Summarize
- Infer
- Compare
- Explain

Or any verb from the **Remember** cognitive process dimension.

Standard WG - 2: The student will demonstrate an understanding of the physical processes that shape the patterns of Earth's surface, including the dynamics of the atmosphere, biosphere, hydrosphere, and lithosphere.

Enduring Understanding:
Through the interactions within and between the atmosphere, biosphere, hydrosphere, and lithosphere, Earth serves as the home of all living things. To understand the interconnections among these systems, the student will…

Indicator:
WG – 2.6 Evaluate ecosystems in terms of their biodiversity and productivity (e.g., how both characteristics vary across space and in their value to all living things).

Taxonomy Level: Evaluate/Conceptual Knowledge - 5/B

Previous/future knowledge:
In 1st grade, students identified various natural resources around the world (1-1.3). In 3rd grade, students categorized the six landform regions of South Carolina according to their climate, physical features, and natural resources (3-1.1). In 5th grade, students identified issues related to the use of natural resources by the United States, including recycling, climate change, environmental hazards, and depletion that requires our reliance on foreign resources (5-6.6). In 6th grade, students explained the emergence of agriculture and its effect on early human communities, including the domestication of plants and animals, the impact of irrigation techniques, and subsequent food surpluses (6-1.2).

It is essential for students to know:
Biogeography is about examining the locations, distribution, spatial patterns, and spatial interactions of plants and animals. Knowing how ecosystems function will enable students to make informed decisions about the sustainable uses of the natural world in the future. Because ecological interdependence is fragile, students must understand the principles of ecosystems and biomes to formulate management programs designed to sustain the environment. Their role in maintaining healthy ecosystems and biomes will determine, in large measure, the quality of human life on Earth.

A variety of environmental controls influence the organization of ecosystems, their diversity, and their productivity. These include climatic factors (sunlight, water); soil and topography (soil differences, slope aspect); natural catastrophes (landslide, hurricane); biotic factors (species competition); and human impacts (pollution, deforestation, overgrazing, etc.).

Students should evaluate ecosystems for their level of biodiversity and productivity (e.g., the low productivity of deserts and the high productivity of mid-latitude forests and tropical forests) and describe their potential value to all living things (e.g., as a source of oxygen, food and raw materials).

An important aspect of this indicator is to have students understand the value of ecosystems in and of themselves, to other living things, and to humans. As students look at the abundance and different variety of ecosystems and biomes they may pose questions such as: What lasting effects will industrialization have on water or air that are important to plant and animal communities? What are the consequences of turning forest land into a landscape of concrete and steel? What will become of marine ecosystems if wastes are discharged into waterways?

It is not essential for students to know:
While students should evaluate ecosystems for their level of biodiversity and productivity, students do not need to know the locations and distributions of plants and animals throughout Earth. Students should be able to assess the human impacts of specific ecosystems in any given region, but it is not necessary for students to know the soil orders and natural vegetation regions of Earth in detail. The World Geography course is conceptual in nature and not organized around the accumulation of facts about various places. Student mastery is demonstrated by the ability to apply spatial concepts across multiple topics and for multiple places.

Social Studies Literacy Skills for the Twenty-First Century:

- Analyze and draw conclusions about the locations of places, the conditions at places, and the connections between places.

Assessment Guidelines:

Appropriate classroom assessments ***could*** require students to be able to:

Evaluate

- Check
- Critique

Or any verb from the **Analyze**, **Understand** or **Remember** cognitive process dimension.

Standard WG - 3: The student will demonstrate an understanding of the characteristics, distribution, and migration of human populations on Earth's surface.

Enduring Understanding:
Social, political, and ecological issues require an understanding of the characteristics, distribution, and movement of human population. To make complex choices and decisions about these factors regarding the human population, the student will…

Indicator:
WG – 3.2 Analyze population issues and policies, including pro-natal and anti-natal policies of different countries and their effects on population characteristics (e.g., China's one-child policy).

Taxonomy Level: Analyze/Conceptual Knowledge - 4/B

Previous/future knowledge:
In 3rd grade, students explained interactions between people and the physical landscape of South Carolina over time, including the effects on population distribution, patterns of migration, access to natural resources, and economic development (3-1.3). In 4th grade, students summarized the spread of Native American populations using the Landbridge Theory (4-1.1) and explained the motivations and methods of migrants and immigrants, who moved West, including economic opportunities, the availability of rich land, and the country's belief in Manifest Destiny (4-5.2). In 5th grade, students compared the political, economic, and social effects of Reconstruction on different populations in the South and in other regions of the United States (5-1.4). In 6th grade, students explained the effects of the exchange of plants, animals, diseases, and technology throughout Europe, Asia, Africa, and the Americas (known as the Colombian Exchange) (6-6.6). In 7th grade, students compared the social, economic, and political opportunities for women in various nations and societies around the world, including those in developing and industrialized nations and within societies dominated by religions (7-6.4) and summarized the dangers to the natural environment that are posed by population growth, urbanization, and industrialization, including global influences on the environment and the efforts by citizens and governments to protect the natural environment (7-6.6). In 8th grade, students explained the significance of enslaved and free Africans in the developing culture and economy of the South and South Carolina, including the growth of the slave trade and resulting population imbalance between African and European settlers (8-1.4).

In World History, students will describe the diffusion of people and goods between Europe, Asia, and Africa during the fourteenth and fifteenth centuries to show the networks of economic interdependence and cultural interactions (MWH – 1.1). In U.S. History, students explain the causes and effects of urbanization in the late nineteenth-century America, including the

movement from farm to city, the changing immigration patterns, the rise of ethnic neighborhoods, the role of political machines, and the migration of African Americans to the North, Midwest, and West (USHC – 4.5) and will analyze the causes of and consequences of social and cultural changes in postwar America, including educational programs, the consumer culture and expanding suburbanization, the advances in medical and agricultural technology that led to changes in the standard of living and demographic patterns, and the roles of women in American society (USHC - 7.6).

It is essential for students to know:
The size and structure of a population (gender, age) has far-reaching impacts on the provision of services and the needs of a society. Accordingly, over time there have been different customs and formal policies that encourage or outright regulate how populations are limited or encouraged to grow.

Population growth is influenced by many factors. These include immigration and emigration; topics treated in indicators 3.3, 3.4, and 3.5. Other factors influencing population size include (for birth rates): the level of education and affluence of family members; how children are viewed as part of the labor force; the level of urbanization; economic opportunities for women; the infant mortality rate; the availability of birth control; and cultural traditions (often religious). Factors influencing the death rate include: increased food supplies, access to medicine, and improved sanitation. A birth rate exceeding the death rate leads to population growth. The factors mentioned here each vary from place to place over time.

It is appropriate for students to examine pro-natal (e.g., Germany, Russia, France) and anti-natal (e.g., China, India) policies of different countries and evaluate the effectiveness and appropriateness of each policy. This may include China's One Child Policy that created families with a single child (the consequence was no brothers, sisters, aunts, uncles, cousins), the payment of “kindergeld” or child money to parents in Germany to encourage more children, or birth control initiatives of Indonesia and India.

It is not essential for students to know:
It is not important for students to identify the population policies of each individual country or region of the world, but rather be familiar with policies that have been successful in pro-natal and anti-natal circumstances. It is not essential for students to learn the stages of the epidemiologic transition. The World Geography course is conceptual in nature and not organized around the accumulation of facts about various places. Student mastery is demonstrated by the ability to apply spatial concepts across multiple topics and for multiple places.

Social Studies Literacy Skills for the Twenty-First Century:

- Analyze and draw conclusions about the locations of places, the conditions at places, and the connections between places.

Assessment Guidelines:

Appropriate classroom assessments ***could*** require students to be able to:

Analyze

- Differentiate
- Organize
- Attribute

Or any verb from the **Understand** or **Remember** cognitive process dimension.

Standard WG - 3: The student will demonstrate an understanding of the characteristics, distribution, and migration of human populations on Earth's surface.

Enduring Understanding:
Social, political, and ecological issues require an understanding of the characteristics, distribution, and movement of human population. To make complex choices and decisions about these factors regarding the human population, the student will…

Indicator:
WG – 3.3 Explain the cultural, economic, political, and environmental push and pull factors that contribute to human migration (e.g., residents evacuating from a natural disaster like Hurricane Katrina).

Taxonomy Level: Understand/Conceptual Knowledge - 2/B

Previous/future knowledge:
In 3rd grade, students explained interactions between people and the physical landscape of South Carolina over time, including the effects on population distribution, patterns of migration, access to natural resources, and economic development (3-1.3). In 4th grade, students summarized the spread of Native American populations using the Landbridge Theory (4-1.1) and explained the motivations and methods of migrants and immigrants, who moved West, including economic opportunities, the availability of rich land, and the country's belief in Manifest Destiny (4-5.2). In 5th grade, students analyzed the geographic and economic factors that influenced westward expansion and the ways that these factors affected travel and settlement, including physical features of the land; the climate and natural resources; and land ownership and other economic opportunities (5-2.1). In 6th grade, students explained the origin and fundamental beliefs of Islam and the geographic and economic aspects of its expansion (6-3.4). In 8th grade, students explained the significance of enslaved and free Africans in the developing culture and economy of the South and South Carolina, including the growth of the slave trade and resulting population imbalance between African and European settlers (8-1.4) and compared migration patterns of South Carolinians to such patterns throughout the United States, including the movement from rural to urban areas and the migration of African Americans from the South to the North, Midwest, and West (8-5.8).

In World History, students will describe the diffusion of people and goods between Europe, Asia, and Africa during the fourteenth and fifteenth centuries to show the networks of economic interdependence and cultural interactions (MWH – 1.1) and evaluate the benefits and costs of increasing worldwide trade and technological growth, including the movement of people and products, the growth of multinational corporations, the increase in environmental concerns, and the increase in cultural exchanges (MWH - 8.7). In U.S. History, students explain the causes and

effects of urbanization in the late nineteenth-century America, including the movement from farm to city, the changing immigration patterns, the rise of ethnic neighborhoods, the role of political machines, and the migration of African Americans to the North, Midwest, and West (USHC – 4.5).

It is essential for students to know:
The interaction between human and environmental factors helps to explain the characteristics, distributions, and movements of human populations. The distribution and density of Earth's population reflect the planet's topography, soils, vegetation, and climate types (ecosystems); available resources; and level of economic development. People move from place to place as a result of voluntary, unavoidable, and involuntary reasons. "Pull" factors may make another place seem more attractive and beneficial to convince people to migrate. "Push" factors are often unpleasant or life-threatening conditions that force people to move to new locations. Movement occurs on many scales such as a family moving to a suburb or a new city or to mass migrations of people due to famine or political unrest or over distances from a few miles to thousands of miles.

Cultural factors can include inducements by governments to settle new areas to extend their claim of sovereignty. Economic push and pull factors might be the opening of a new factory and the loss of a job, respectively, in the destination versus home. Political factors might include the perception of freedom versus oppression. Environmental factors can be natural disasters; a historic example mixing human and natural factors would be the Dust Bowl.

Students will identify and explain the push and pull factors which cause people to migrate (e.g., migration of Hindus and Muslims to India and Pakistan during partition, North African migration to Western Europe, Germany's post-World War II laws which allowed entry for virtually any immigrant).

Students will examine the costs to environmental and human systems of migrations caused by war or famine (e.g., Darfur, Chad, Uganda; refugee settlements in urban regions).

It is not essential for students to know:
While students should be aware of regional examples economic, cultural, political and environmental push and pull factors, it is not essential to know the push and pull factors for each individual country. It is not essential for students to know all of the sources and destinations for all refugees. The World Geography course is conceptual in nature and not organized around the accumulation of facts about various places. Student mastery is demonstrated by the ability to apply spatial concepts across multiple topics and for multiple places.

Social Studies Literacy Skills for the Twenty-First Century:

Indicator WG – 3.3

- Explain contemporary patterns of human behavior, culture, and political and economic systems.

Assessment Guidelines:

Appropriate classroom assessments ***could*** require students to be able to:
Understand

- Interpret
- Exemplify
- Classify
- Summarize
- Infer
- Compare
- Explain

Or any verb from the **Remember** cognitive process dimension.

Standard WG - 3: The student will demonstrate an understanding of the characteristics, distribution, and migration of human populations on Earth's surface.

Enduring Understanding:
Social, political, and ecological issues require an understanding of the characteristics, distribution, and movement of human population. To make complex choices and decisions about these factors regarding the human population, the student will…

Indicator:
WG – 3.4 Evaluate the impact of human migration on physical and human systems including changes in population density, the use of resources, and the provision of services (e.g., the environmental costs of refugee settlement camps in Africa).

Taxonomy Level: Evaluate/Conceptual Knowledge - 5/B

Previous/future knowledge:
In 3rd grade, students explained interactions between people and the physical landscape of South Carolina over time, including the effects on population distribution, patterns of migration, access to natural resources, and economic development (3-1.3). In 4th grade, students summarized the spread of Native American populations using the Landbridge Theory (4-1.1) and explained the motivations and methods of migrants and immigrants, who moved West, including economic opportunities, the availability of rich land, and the country's belief in Manifest Destiny (4-5.2). In 5th grade, students compared the political, economic, and social effects of Reconstruction on different populations in the South and in other regions of the United States (5-1.4) and analyzed the geographic and economic factors that influenced westward expansion and the ways that these factors affected travel and settlement, including physical features of the land; the climate and natural resources; and land ownership and other economic opportunities (5-2.1). In 6th grade, students explained the origin and fundamental beliefs of Islam and the geographic and economic aspects of its expansion (6-3.4). In 7th grade, students summarized the dangers to the natural environment that are posed by population growth, urbanization, and industrialization, including global influences on the environment and the efforts by citizens and governments to protect the natural environment (7-6.6). In 8th grade, students explained the significance of enslaved and free Africans in the developing culture and economy of the South and South Carolina, including the growth of the slave trade and resulting population imbalance between African and European settlers (8-1.4) and compared migration patterns of South Carolinians to such patterns throughout the United States, including the movement from rural to urban areas and the migration of African Americans from the South to the North, Midwest, and West (8-5.8).

In World History, students will describe the diffusion of people and goods between Europe, Asia, and Africa during the fourteenth and fifteenth centuries to show the networks of economic

interdependence and cultural interactions (MWH – 1.1) and evaluate the benefits and costs of increasing worldwide trade and technological growth, including the movement of people and products, the growth of multinational corporations, the increase in environmental concerns, and the increase in cultural exchanges (MWH - 8.7). In U.S. History, students explain the causes and effects of urbanization in the late nineteenth-century America, including the movement from farm to city, the changing immigration patterns, the rise of ethnic neighborhoods, the role of political machines, and the migration of African Americans to the North, Midwest, and West (USHC – 4.5) and will analyze the causes of and consequences of social and cultural changes in postwar America, including educational programs, the consumer culture and expanding suburbanization, the advances in medical and agricultural technology that led to changes in the standard of living and demographic patterns, and the roles of women in American society (USHC - 7.6).

It is essential for students to know:
Incoming migrant populations impact both the resource base and cultural practices of their destination. For example, the success of coal extraction in eastern Pennsylvania was made possible by migrant Europeans who also transformed the religious landscape (e.g.: gold-domed Orthodox churches). Clearly, migration has the potential to transform the places receiving migrants.

Students will describe the cultural traits and skills that benefit migrants in bridging the changes they encounter (e.g., value of education; professional skills; closely knit family units; ethnic clubs and organizations). Students will identify the influences that migrants have on places as lasting cultural markers (e.g., clothing, fashions, music, dietary choices, types of businesses; social clubs, cross-cultural marriages).

Since people migrate from familiar places to unfamiliar ones, students will explain the challenges that migrants might face in adjusting to a new environment (e.g., rural people arriving in an urban environment; adjusting to dramatic climatic differences, etc.). The cultural setting may also provide challenges for migrants (e.g., language, customs, religious majority, methods of transportation, food choice).

It is not essential for students to know:
It is not essential that students know the stages of migration transition. It is not essential for students to know the various trends of intra-national, interregional, intraregional, urbanization, and counter-urbanization trends of each region or country, but rather how these migration changes affect population density, the use of resources, and the provision of services. The World Geography course is conceptual in nature and not organized around the accumulation of facts about various places. Student mastery is demonstrated by the ability to apply spatial concepts across multiple topics and for multiple places.

Social Studies Literacy Skills for the Twenty-First Century:

- Trace and describe continuity and change across cultures.

Assessment Guidelines:

Appropriate classroom assessments ***could*** require students to be able to:

Evaluate

- Check
- Critique

Or any verb from the **Analyze**, **Understand** or **Remember** cognitive process dimension.

Standard WG - 3: The student will demonstrate an understanding of the characteristics, distribution, and migration of human populations on Earth's surface.

Enduring Understanding:
Social, political, and ecological issues require an understanding of the characteristics, distribution, and movement of human population. To make complex choices and decisions about these factors regarding the human population, the student will…

Indicator:
WG – 3.5 Compare the response of different groups and governments to migration, including national migration policies and differing responses by local communities (e.g., the requirement that immigrants adopt the new language).

Taxonomy Level: Understand/Conceptual Knowledge - 2/B

Previous/future knowledge:
In 3rd grade, students explained interactions between people and the physical landscape of South Carolina over time, including the effects on population distribution, patterns of migration, access to natural resources, and economic development (3-1.3). In 4th grade, students explained the motivations and methods of migrants and immigrants, who moved West, including economic opportunities, the availability of rich land, and the country's belief in Manifest Destiny (4-5.2). In 5th grade, students compared the political, economic, and social effects of Reconstruction on different populations in the South and in other regions of the United States (5-1.4) and analyzed the geographic and economic factors that influenced westward expansion and the ways that these factors affected travel and settlement, including physical features of the land; the climate and natural resources; and land ownership and other economic opportunities (5-2.1). In 6th grade, students explained the origin and fundamental beliefs of Islam and the geographic and economic aspects of its expansion (6-3.4). In 8th grade, students explained the significance of enslaved and free Africans in the developing culture and economy of the South and South Carolina, including the growth of the slave trade and resulting population imbalance between African and European settlers (8-1.4) and compared migration patterns of South Carolinians to such patterns throughout the United States, including the movement from rural to urban areas and the migration of African Americans from the South to the North, Midwest, and West (8-5.8).

In World History, students will describe the diffusion of people and goods between Europe, Asia, and Africa during the fourteenth and fifteenth centuries to show the networks of economic interdependence and cultural interactions (MWH – 1.1) and evaluate the benefits and costs of increasing worldwide trade and technological growth, including the movement of people and products, the growth of multinational corporations, the increase in environmental concerns, and the increase in cultural exchanges (MWH - 8.7). In U.S. History, students explain the causes and

effects of urbanization in the late nineteenth-century America, including the movement from farm to city, the changing immigration patterns, the rise of ethnic neighborhoods, the role of political machines, and the migration of African Americans to the North, Midwest, and West (USHC – 4.5).

It is essential for students to know:
Migration often means change in the new host community. This is seen at both the national level and for local communities. Often this change is feared, sometimes for economic and political reasons and at other times out of a lack of knowledge about the incoming group.

At the national level, students should be able to compare and contrast the response of different national groups and governments to migration. They may analyze immigration policies of countries and the differing responses of sub-state units to those policies (e.g., state governments of border states Arizona, California, New Mexico and Texas may have different views from state governments of Nebraska, Kansas and Iowa on U.S. federal immigration policies; language policies of France demanding that immigrants speak French; laws in Europe which seek to limit immigration of people from Muslim countries). They may also learn of chain migration and the general characteristics of international migrants.

At the local level, students will evaluate the impact of human migration on physical and human systems. This may include analyzing the daily large-scale urban to suburban migration on cities (e.g., reduction of city sales tax revenues, property taxes for schools shifted away from city to suburban schools, strain on cities to provide services, such as fire, police, streets; daily cycle of high and low population densities in cities resulting from suburban commuting).

It is not essential for students to know:
It is not essential for students to know the various quota laws for countries of mass immigration (e.g., the United States), but rather that they exist and why they exist. It is not essential for students to know what temporary migrant work programs exist in each country (e.g., guest workers) but rather know the various types of programs that exist worldwide. The World Geography course is conceptual in nature and not organized around the accumulation of facts about various places. Student mastery is demonstrated by the ability to apply spatial concepts across multiple topics and for multiple places.

Social Studies Literacy Skills for the Twenty-First Century:

- Analyze and draw conclusions about the locations of places, the conditions at places, and the connections between places.

Assessment Guidelines:

Appropriate classroom assessments ***could*** require students to be able to:

Understand

- Interpret
- Exemplify
- Classify
- Summarize
- Infer
- Compare
- Explain

Or any verb from the **Remember** cognitive process dimension.

Standard WG - 3: The student will demonstrate an understanding of the characteristics, distribution, and migration of human populations on Earth's surface.

Enduring Understanding:
Social, political, and ecological issues require an understanding of the characteristics, distribution, and movement of human population. To make complex choices and decisions about these factors regarding the human population, the student will…

Indicator:
WG – 3.1 Evaluate demographic patterns to predict trends in the spatial distribution of population using graphs, maps, and other models (e.g., Hispanic population growth in the United States).

Taxonomy Level: Evaluate/Conceptual Knowledge - 5/B

Previous/future knowledge:
In 1st grade, students identified a familiar area of the neighborhood or local community on a simple map, using the legend and basic map symbols (1-1.1). In 2nd grade, students summarized changes in the use of land and in the way people earn their living (2-1.4). In 3rd grade, students explained interactions between people and the physical landscape of South Carolina over time, including the effects on population distribution, patterns of migration, access to natural resources, and economic development (3-1.3). In 4th grade, students summarized the spread of Native American populations using the Landbridge Theory (4-1.1) and explained the motivations and methods of migrants and immigrants, who moved West, including economic opportunities, the availability of rich land, and the country's belief in Manifest Destiny (4-5.2). In 5th grade, students analyzed the geographic and economic factors that influenced westward expansion and the ways that these factors affected travel and settlement, including physical features of the land; the climate and natural resources; and land ownership and other economic opportunities (5-2.1). In 6th grade, students explained the origin and fundamental beliefs of Islam and the geographic and economic aspects of its expansion (6-3.4). In 8th grade, students compared migration patterns of South Carolinians to such patterns throughout the United States, including the movement from rural to urban areas and the migration of African Americans from the South to the North, Midwest, and West (8-5.8).

In World History, students will describe the diffusion of people and goods between Europe, Asia, and Africa during the fourteenth and fifteenth centuries to show the networks of economic interdependence and cultural interactions (MWH – 1.1) and evaluate the benefits and costs of increasing worldwide trade and technological growth, including the movement of people and products, the growth of multinational corporations, the increase in environmental concerns, and the increase in cultural exchanges (MWH - 8.7). In U.S. History, students will analyze the causes

and consequences of social and cultural changes in postwar America, including educational programs, the consumer culture and expanding suburbanization, the advances in medical and agricultural technology that led to changes in the standard of living and demographic patterns, and the roles of women in American society (USHC - 7.6).

It is essential for students to know:
Human population is a dynamic force on the planet. Advances in agriculture, sanitation, and health care have contributed to a dramatic increase in human population over the last few centuries. The geographically informed person must understand the growth, distribution, and movements of people on Earth's surface.

Population is characterized by growth and mortality rates as well as demographic concepts such as fertility and mortality, crude birth and death rates, natural increase and doubling time, and population structure (age and sex distribution).

The demographic transition model traces the changing levels of human fertility and mortality presumably associated with industrialization and urbanization. Over time, the model assumes that high birth and death rates will gradually be replaced by low rates. Students will be able to describe the characteristics of each stage and be able to identify which stage(s) each region of the world is currently experiencing.

Students should recognize that people live in many different environments, and that these differences result in a varied spatial distribution. Students will be able to describe where people live at various scales (world, country, state, local) and understand that more densely populated places tend to have more opportunities (i.e., educational, economic, and cultural).

Students will be able to describe geographic qualities of places that thrive and are attractive to live in compared to other places that people leave or avoid (e.g., places with opportunities such as natural resources, tourist destinations, and cities pull people towards them while places with fewer opportunities push people away; cities are centers of opportunity and people migrate to take advantage of them).

Population data can be represented in charts and tables, or graphically visualized on a map or as a population pyramid. In addition to raw population numbers, students should also investigate age and gender characteristics of a population.

Students will explain population patterns by analyzing their distribution and density (e.g., use a map to identify population patterns, such as eastern China, northern India, the Nile Valley, and describe reasons for the locations of these population centers). They may also select data and predict demographic shifts in particular populations and regions which will cause changes in

future electoral politics of states or regions (e.g., Hispanic population growth and the decline in white fertility rates in the United States, growth of Muslim populations in the European Union, growth of Asian populations in Australia) or construct and interpret population diagrams (pyramids) for different countries and project the population 20 and 40 years into the future (e.g., compare the male and female sides of the population diagram for their shapes; project age groups 20 and 40 years into the future).

It is not essential for students to know:
While it is important for students to know which stage of the demographic transition each broad region of the world falls under, it is not important for students to know which stage each country falls under. In addition, it is not important that students know individual population facts about individual countries such as birth rate, death rate, fertility rate, mortality rate, and natural increase rate. The World Geography course is conceptual in nature and not organized around the accumulation of facts about various places. Student mastery is demonstrated by the ability to apply spatial concepts across multiple topics and for multiple places.

Social Studies Literacy Skills for the Twenty-First Century:

- Represent and interpret Earth's physical and human systems by using maps, mental maps, geographic models, and other social studies resources to make inferences and draw conclusions.

Assessment Guidelines:

Appropriate classroom assessments ***could*** require students to be able to:

Evaluate

- Check
- Critique

Or any verb from the **Analyze**, **Understand** or **Remember** cognitive process dimension.

Standard WG - 4: The student will demonstrate an understanding of the characteristics of culture, the patterns of culture, and cultural change.

Enduring Understanding:
There are many diverse expressions of culture in the world. To be open and responsive to new and diverse cultural perspectives, the student will…

Indicator:
WG – 4.1 Identify the characteristics of culture and the impacts of cultural beliefs on gender roles and the perception of race and ethnicity as they vary from one region to another (e.g., legal rights for women in the Middle East and South Asia).

Taxonomy Level: Remember/Factual Knowledge - 1/A

Previous/future knowledge:
In 1st grade, students compared the daily lives of families together in America and across the world, including the roles of family members; typical food, clothing, and shelter; and the ways that families earn a living (1-4.2) and identified the ways that families and communities in America and around the world cooperate and compromise with one another in order to obtain goods and services to meet their needs and wants (1-4.3). In 3rd grade, students compared the culture, governance, and physical environment of the major Native American tribal groups of South Carolina, including the Cherokee, Catawba, and Yemassee (3-2.1) and explained the role of Africans in developing the culture and economy of South Carolina, including the growth of the slave trade; slave contributions to the plantation economy; the daily lives of enslaved people; the development of the Gullah culture; and their resistance to slavery (3-2.5). In 4th grade, students compared the everyday life, physical environment, and culture of the major Native American cultural groupings, including the Eastern Woodlands, the Plains, the Southwest, the Great Basin, and the Pacific Northwest (4-1.2) and explained the impact of the triangular trade, indentured servitude, and the enslaved and free Africans on the developing culture and economy of North America (4-2.3). In 5th grade, students identified examples of conflict and cooperation between occupational and ethnic groups in the West, including miners, farmers, ranchers, cowboys, Mexican and African Americans, and European and Asian immigrants (5-2.3) and explained the practice of discrimination and the passage of discriminatory laws in the United States and their impact on the rights of African Americans, including the Jim Crow laws and the ruling in *Plessy v. Ferguson* (5-3.2) and summarized daily life in the post-World War I period of the 1920s, including improvements in the standard of living, transportation, and entertainment; the impact of the Nineteenth Amendment, the Great Migration, the Harlem Renaissance, and Prohibition; and racial and ethnic conflict (5-4.1). In 7th grade, analyzed the Holocaust and its impact on European society and Jewish culture, including Nazi policies to eliminate the Jews and other minorities, the Nuremberg trials, the Universal Declaration of Human Rights, the rise of

nationalism in Southwest Asia (Middle East), the creation of the state of Israel, and the resultant conflicts in the region (7-4.6). In 8th grade, students compared the differing impact of the Civil War on South Carolinians in each of the various social classes, including those groups defined by race, gender, and age (8-4.5).
In World History, students will analyze the influence of the Mughal empire on the development of India, including the influence of Persian culture and the Muslim religion on the Hindu culture (MWH – 2.4) and analyze various indigenous religions practiced in Africa and the Americas and their impact on the culture of the region, including animism and polytheism (MWH – 3.6). In US History, students will summarize the impact that government policy and the construction of the transcontinental railroads had on the development of the national market and on the culture of the Native Americans (USHC – 4.1).

It is essential for students to know:
Culture is a complex, multifaceted concept. It describes social structure, languages, belief systems, institutions, technology, art, foods, and traditions of particular groups of humans. Each cultural group has a distinctive way of life which often results in landscapes and regions with distinguishing features. Cultural landscapes often overlap, thus forming elaborate mosaics of peoples and places. These cultural mosaics can be studied at a variety of spatial scales.

People develop cultures over time and those cultures shape the ways people live. Students will identify and compare the cultural characteristics of different regions and people, as exemplified by language, social organization, beliefs and customs, forms of architecture, activities, and education systems. Students learn that cultural features often define regions and will use cultural traits as the basis for explaining regions on maps (e.g., significant language patterns in North America, such as English, French, and Spanish; global distributions of Islam, Christianity, Buddhism, Hinduism, and Judaism; ethnic characteristics; folk and popular culture).

Students will analyze how landscapes, including land use and buildings, reflect cultural traits and preferences (e.g., green landscapes in the desert, such as golf courses and trees; advertisements on store fronts in Spanish, Korean, Arabic, French or English speaking regions; religious land uses, such as mosques, cathedrals, churches, temples; spaces segregated by gender, ethnicity, or race).

Culture is not static; it changes over time and place. When ideas diffuse, they have the potential to transform the cultures they encounter. For example, the diffusion of ideas can affect gender roles within societies (e.g., the effects of Grameen bank loans on opportunity for women; increased participation of women in elected office; the value of education for women).

It is not essential for students to know:
While it is important to learn culture traits from various cultural realms of the world, it is not important to learn different culture traits for each group of people or country in the world. It is not necessary for students to learn all of the different ethnicities that exist in the world, but rather to learn the dominant cultural traits that exist in different ethnic groups in different regions. Although it is essential for students to understand that gender refers to the socially created distinctions between masculinity and femininity rather than biological distinctions, it is not essential for students to know the various gender roles that exist in each culture. The World Geography course is conceptual in nature and not organized around the accumulation of facts about various places. Student mastery is demonstrated by the ability to apply spatial concepts across multiple topics and for multiple places.

Social Studies Literacy Skills for the Twenty-First Century:

- Explain contemporary patterns of human behavior, culture, and political and economic systems.

Assessment Guidelines:

Appropriate classroom assessments ***could*** require students to be able to:

Remember

- Recognizing
- Recalling

WORLD GEOGRAPHY

Standard WG - 4: The student will demonstrate an understanding of the characteristics of culture, the patterns of culture, and cultural change.

Enduring Understanding:
There are many diverse expressions of culture in the world. To be open and responsive to new and diverse cultural perspectives, the student will…

Indicator:
WG – 4.2 Compare and contrast the consequences of differing cultural views of nature and the use of natural resources including the development of a built environment from a natural environment (e.g., the former Soviet Union's disregard for the environment).

Taxonomy Level: Understand/Conceptual Knowledge - 2/B

Previous/future knowledge:
In 1st grade, students compared the daily lives of families together in America and across the world, including the roles of family members; typical food, clothing, and shelter; and the ways that families earn a living (1-4.2). In 2nd grade, students summarized changes that have occurred in the local community over time, including changes in the use of land and in the way people earn their living (2-1.4). In 3rd grade, students compared the culture, governance, and physical environment of the major Native American tribal groups of South Carolina, including the Cherokee, Catawba, and Yemassee (3-2.1) In 4th grade, students compared the everyday life, physical environment, and culture of the major Native American cultural groupings, including the Eastern Woodlands, the Plains, the Southwest, the Great Basin, and the Pacific Northwest (4-1.2). In 5th grade, students explained the social and economic effects of westward expansion on Native Americans; including opposing views on land ownership, Native American displacement, the impact of the railroad on the culture of the Plains Indians, armed conflict, and changes in federal policy (5-2.4). In 6th grade, students compared the river valley civilizations of the Tigris and Euphrates (Mesopotamia), and the Nile (Egypt), the Indus (India), and the Huang He (China), including the evolution of written language, government, trade systems, architecture, and forms of social order (6-1.3). In 7th grade, students explained how the Industrial Revolution caused economic, cultural, and political changes around the world (7-3.4). In 8th grade, students summarized the collective and individual aspects of the Native American culture of the Eastern Woodlands tribal group, including the Catawba, Cherokee, and Yemassee (8-1.1) and compared the social and economic impact of World War II and the Cold War on South Carolina with its impact on the rest of the United States, including the increases in birth rate; the emergence of the consumer culture; the expanding suburbanization, highway construction, tourism and economic development; the continuing growth of military bases and the nuclear power facilities; and the increases in educational opportunities (8-7.1).

In US History, students will summarize the impact that government policy and the construction of the transcontinental railroads had on the development of the national market and on the culture of the Native Americans (USHC – 4.1).

It is essential for students to know:
People can have very different cultural views of nature. For example, mesquite, a shrub typically found in drier desert-like environments, was historically viewed differently by native groups compared to ranchers. Native Americans used the bean pods from the plant to make flour. Ranchers, however, considered the plant a nuisance since it competed with grass for water. An ample supply of grass is clearly a necessity for grazing cattle. For one culture group the plant is a resource; for the other it is a pest.

Students will compare and contrast how belief systems affect how people view and use the environment (e.g., American Indian views of land ownership versus European beliefs; humans as having dominion over the environment versus sustaining the environment).

Geographers have long dismissed the idea of environmental determinism, which argues that the physical environment (i.e. climate) determines how cultures would advance and develop economically. However, possibilism argues that people, not environments, are the forces of cultural development. Students should know and understand the ways that people and their cultures modify a natural environment to establish a built environment. Students may do so by describing a transformation of the natural environment to meet human needs. For example, they may investigate the land use in the construction of canals, seaways, and dams and outline the economic and population changes to cities and regions in these areas after construction (e.g., agricultural land uses; the St. Lawrence Seaway and Great Lakes canals on Chicago, Detroit, Buffalo, Montreal, Quebec; the Hoover Dam on Las Vegas, Los Angeles and Phoenix).

It is not essential for students to know:
Although it is essential for students to know about different cultural landscapes around the world, it is not important for them to be able to identify cultural landscapes from each country. While it is important for students to understand the difference between environmental determinism and possibilism and regional examples of each concept, it is not essential to the history behind each school of thought. The World Geography course is conceptual in nature and not organized around the accumulation of facts about various places. Student mastery is demonstrated by the ability to apply spatial concepts across multiple topics and for multiple places.

Social Studies Literacy Skills for the Twenty-First Century:

- Analyze and draw conclusions about the locations of places, the conditions at places, and the connections between places.

Assessment Guidelines:

Appropriate classroom assessments ***could*** require students to be able to:

Understand

- Interpret
- Exemplify
- Classify
- Summarize
- Infer
- Compare
- Explain

Or any verb from the **Remember** cognitive process dimension.

Standard WG - 4: The student will demonstrate an understanding of the characteristics of culture, the patterns of culture, and cultural change.

Enduring Understanding:
There are many diverse expressions of culture in the world. To be open and responsive to new and diverse cultural perspectives, the student will…

Indicator:
WG – 4.3 Compare the roles that cultural factors such as religious, linguistic, and ethnic differences play in cooperation and conflict within and among societies.

Taxonomy Level: Understand/Conceptual Knowledge - 2/B

Previous/future knowledge:
In 2nd grade, students recognized the basic elements that make up a cultural region in the United States, including language, beliefs, customs, art, and literature (2-4.1) and recognized the cultural contributions of Native American tribal groups, African Americans, and immigrant groups (2-4.3). In 3rd grade, students compared the culture, governance, and physical environment of the major Native American tribal groups of South Carolina, including the Cherokee, Catawba, and Yemassee (3-2.1) and explained the role of Africans in developing the culture and economy of South Carolina, including the growth of the slave trade; slave contributions to the plantation economy; the daily lives of enslaved people; the development of the Gullah culture; and their resistance to slavery (3-2.5). In 5th grade, students identified examples of conflict and cooperation between occupational and ethnic groups in the West, including miners, farmers, ranchers, cowboys, Mexican and African Americans, and European and Asian immigrants (5-2.3) and explained the social and economic effects of westward expansion on Native Americans; including opposing views on land ownership, Native American displacement, the impact of the railroad on the culture of the Plains Indians, armed conflict, and changes in federal policy (5-2.4) and summarized daily life in the post-World War I period of the 1920s, including improvements in the standard of living, transportation, and entertainment; the impact of the Nineteenth Amendment, the Great Migration, the Harlem Renaissance, and Prohibition; and racial and ethnic conflict (5-4.1). In 6th grade, students compared the river valley civilizations of the Tigris and Euphrates (Mesopotamia), and the Nile (Egypt), the Indus (India), and the Huang He (China), including the evolution of written language, government, trade systems, architecture, and forms of social order (6-1.3) and explained the origins, fundamental beliefs, and spread of Eastern religions, including Hinduism (India), Judaism (Mesopotamia), Buddhism (India), and Confucianism and Taoism (China) (6-1.4. In 7th grade, students analyzed the Holocaust and its impact on European society and Jewish culture, including Nazi policies to eliminate the Jews and other minorities, the Nuremberg trials, the Universal Declaration of Human Rights, the rise of nationalism in Southwest Asia (Middle East), the creation of the state of Israel, and the resultant

conflicts in the region (7-4.6). In 8th grade, students compared the differing impact of the Civil War on South Carolinians in each of the various social classes, including those groups defined by race, gender, and age (8-4.5).

In World History, students will analyze the influence of the Mughal empire on the development of India, including the influence of Persian culture and the Muslim religion on the Hindu culture (MWH – 2.4) and analyze various indigenous religions practiced in Africa and the Americas and their impact on the culture of the region, including animism and polytheism (MWH – 3.6) and describe the diffusion of aspects of popular cultures, including music, film, art forms, and foodways (MWH – 8.4).

It is essential for students to know:
As the world becomes increasingly interdependent, different cultural groups have greater contact with each other. This increased contact influences the way in which people borrow, adopt, and adapt new ideas. For example, sets of laws, educational systems, political arrangements, and the structure of the family shape a culture region. Given the complexity of culture, it is often useful – especially when studying the subject from a geographic point of view—to focus on the languages, beliefs, institution, and technologies that are characteristic of a culture.

Students will compare the role that culture plays in incidents of cooperation and conflict, as exemplified by being able to identify the cultural factors that have promoted political conflict (e.g., religious differences in Sudan, linguistic differences in Belgium, ethnic differences in Rwanda).

Students will also identify ways in which cultures are spatially distributed among communities. They may describe the cultural and ethnic enclaves that develop in both urban and rural regions (e.g., Amish people in rural enclaves in Pennsylvania, Indiana, Iowa and other states; Asian ethnic enclaves in cities; Italian neighborhoods; African American neighborhoods; Mexican American neighborhoods; Islamic communities in European cities).

It is not essential for students to know:
Although it is important for students to understand the differences in the language classification terminology, it is not essential for students to learn all of the language families, branches, and groups of the world. It is not important to learn the origins and diffusion patterns of all of the dominant languages. Although it is important to learn the difference between universalizing and ethnic religions and how this often leads to conflict, it is not important to know all of the individual beliefs and characteristics of each religion. While it is important to learn the general distribution of the major world religions, it is not important to know the major religion(s) of each country. It is important to know the reasons why ethnicities have conflict among each other, it is not important to know about each historical conflict over the course of history. The World

Geography course is conceptual in nature and not organized around the accumulation of facts about various places. Student mastery is demonstrated by the ability to apply spatial concepts across multiple topics and for multiple places.

Social Studies Literacy Skills for the Twenty-First Century:

- Analyze and draw conclusions about the locations of places, the conditions at places, and the connections between places.

Assessment Guidelines:

Appropriate classroom assessments ***could*** require students to be able to:

Understand

- Interpret
- Exemplify
- Classify
- Summarize
- Infer
- Compare
- Explain

Or any verb from the **Remember** cognitive process dimension.

Standard WG - 4: The student will demonstrate an understanding of the characteristics of culture, the patterns of culture, and cultural change.

Enduring Understanding:
There are many diverse expressions of culture in the world. To be open and responsive to new and diverse cultural perspectives, the student will…

Indicator:
WG – 4.4 Explain the spatial processes of cultural convergence (e.g., American-based fast-food franchises in the developing world).

Taxonomy Level: Understand/Conceptual Knowledge - 2/B

Previous/future knowledge:
In 1st grade, students identified the ways that families and communities in America and around the world cooperate and compromise with one another in order to obtain goods and services to meet their needs and wants (1-4.3). In 2nd grade, students summarized changes that have occurred in the local community over time, including changes in the use of land and in the way people earn their living (2-1.4). In 3rd grade, students compared the culture, governance, and physical environment of the major Native American tribal groups of South Carolina, including the Cherokee, Catawba, and Yemassee (3-2.1) and explained the role of Africans in developing the culture and economy of South Carolina, including the growth of the slave trade; slave contributions to the plantation economy; the daily lives of enslaved people; the development of the Gullah culture; and their resistance to slavery (3-2.5). In 5th grade, students identified examples of conflict and cooperation between occupational and ethnic groups in the West, including miners, farmers, ranchers, cowboys, Mexican and African Americans, and European and Asian immigrants (5-2.3). In 6th grade, students explained the origins, fundamental beliefs, and spread of Eastern religions, including Hinduism (India), Judaism (Mesopotamia), Buddhism (India), and Confucianism and Taoism (China) (6-1.4) and described the development of ancient Greek culture (the Hellenistic period), including the concept of citizenship and the early forms of democracy in Athens (6-2.1). In 8th grade, students compared the social and economic impact of World War II and the Cold War on South Carolina with its impact on the rest of the United States, including the increases in birth rate; the emergence of the consumer culture; the expanding suburbanization, highway construction, tourism and economic development; the continuing growth of military bases and the nuclear power facilities; and the increases in educational opportunities (8-7.1).
In World History, students will analyze the influence of the Mughal empire on the development of India, including the influence of Persian culture and the Muslim religion on the Hindu culture (MWH – 2.4) and describe the diffusion of aspects of popular cultures, including music, film, art forms, and foodways (MWH – 8.4). In US History, students will summarize the impact that

government policy and the construction of the transcontinental railroads had on the development of the national market and on the culture of the Native Americans (USHC – 4.1).

It is essential for students to know:
Whatever characteristic of culture is considered, it is clear that the mosaics of Earth's cultural landscapes are not static. Culture changes as a result of a variety of human processes, migration and the spread (diffusion) of new cultural traits—language, music, and technology—through technologies such as the media and the Internet to existing culture groups. The processes of cultural change accelerate with improvements in transportation and communication. Each culture in the world has borrowed attributes from other cultures whether knowingly or not, willingly or not, permanently or not.

Students should observe evidence of cultural traits that may be attributed to diffusion (e.g., the spread of Islam; Asian restaurants; electronic devices such as cell phones in Africa; particular types of music in many places, such as opera). Relocation, Hierarchical, and Contagious diffusion should be introduced. Relocation diffusion requires the movement of people. The spread of democracy to lands within the British Empire is an example. Hierarchical diffusion may be spatial or social. Culture may diffuse from a large city to a small town. Contagious diffusion requires person to person contact or its equivalent. An example of all three types can be seen in Blues music. African rhythms and instruments are "relocated" to the American South from Africa where they merge to create a new musical form. Musicians also "relocate" to cities like Chicago. Once popularized at the top of the hierarchy, the music spreads "hierarchically" to smaller cities and "contagiously" via radio.

Students should evaluate the spread of culture traits that contribute to cultural convergence (e.g., US-based fast-food franchises in China and India, the diffusion of the English language as a major medium of business, science and telecommunications in many regions of the world, the popularization of sushi).

It is not essential for students to know:
Although it is important for students to learn about the origin and diffusion of several types of popular culture (i.e., the wearing of jeans, hip-hop music, or soccer) to understand the diffusion process, it is not essential for students to know the origin and diffusion patterns of all popular cultures. While it is important to understand the spatial distribution features of density, concentration, and pattern, it is not essential to know the various statistics of cultural distributions around the world. The World Geography course is conceptual in nature and not organized around the accumulation of facts about various places. Student mastery is demonstrated by the ability to apply spatial concepts across multiple topics and for multiple places.

Social Studies Literacy Skills for the Twenty-First Century:

- Trace and describe continuity and change across cultures.

Assessment Guidelines:

Appropriate classroom assessments ***could*** require students to be able to:

Understand

- Interpret
- Exemplify
- Classify
- Summarize
- Infer
- Compare
- Explain

Or any verb from the **Remember** cognitive process dimension.

Standard WG - 4: The student will demonstrate an understanding of the characteristics of culture, the patterns of culture, and cultural change.

Enduring Understanding:
There are many diverse expressions of culture in the world. To be open and responsive to new and diverse cultural perspectives, the student will…

Indicator:
WG – 4.5 Explain how a blending of cultures can alter cultural solidarity (e.g., the blurring sense of nationality stemming from the creation of the European Union).

Taxonomy Level: Understand/Conceptual Knowledge - 2/B

Previous/future knowledge:
In 1st grade, students identified the ways that families and communities in America and around the world cooperate and compromise with one another in order to obtain goods and services to meet their needs and wants (1-4.3). In 3rd grade, students explained the role of Africans in developing the culture and economy of South Carolina, including the growth of the slave trade; slave contributions to the plantation economy; the daily lives of enslaved people; the development of the Gullah culture; and their resistance to slavery (3-2.5). In 5th grade, students identified examples of conflict and cooperation between occupational and ethnic groups in the West, including miners, farmers, ranchers, cowboys, Mexican and African Americans, and European and Asian immigrants (5-2.3). In 8th grade, students compared the social and economic impact of World War II and the Cold War on South Carolina with its impact on the rest of the United States, including the increases in birth rate; the emergence of the consumer culture; the expanding suburbanization, highway construction, tourism and economic development; the continuing growth of military bases and the nuclear power facilities; and the increases in educational opportunities (8-7.1).
In World History, students will analyze the influence of the Mughal empire on the development of India, including the influence of Persian culture and the Muslim religion on the Hindu culture (MWH – 2.4) and describe the diffusion of aspects of popular cultures, including music, film, art forms, and foodways (MWH – 8.4). In US History, students will summarize the impact that government policy and the construction of the transcontinental railroads had on the development of the national market and on the culture of the Native Americans (USHC – 4.1).

It is essential for students to know:
Increasingly the world is interdependent. Borders and institutional lines are indistinct. Students may begin to think of themselves as citizens of differing entities from one topic to another. On the topic of immigration, they may think of their role in a particular state or country. On the topic of monetary policy, they may highlight their regional identity, say European. Regarding

environmental issues, they may consider their citizenship as global.

Some aspects of culture are more flexible and changeable than others. Students will examine the advantages and disadvantages of cultural retention by describing examples of cultural traits that are maintained by groups and explain how some may be positive and others negative (e.g., the value of education; the devotion to a dominant faith; secularism; methods of doing work; language; continuation of a cultural disdain for another ethnic or religious group).

Students also examine how transregional alliances and multinational organizations can alter cultural solidarity. They may identify examples of changes, which have occurred with the development of supranationalistic organizations (e.g., the blending of cultures and blurred sense of nationality, common currency, multilingual signage, reduced border controls among member states of the European Union).

It is not essential for students to know:
While it is important for students to identify examples of changes, which have occurred with the development of supranationalistic organizations, it is not important to learn all global occurrences of blended cultures. Students do not need to learn all of the supranational organizations that exist. The World Geography course is conceptual in nature and not organized around the accumulation of facts about various places. Student mastery is demonstrated by the ability to apply spatial concepts across multiple topics and for multiple places.

Social Studies Literacy Skills for the Twenty-First Century:

- Explain contemporary patterns of human behavior, culture, and political and economic systems.

Assessment Guidelines:

Appropriate classroom assessments ***could*** require students to be able to:

Understand

- Interpret
- Exemplify
- Classify
- Summarize
- Infer
- Compare
- Explain

Or any verb from the **Remember** cognitive process dimension.

Indicator WG – 4.5

Standard WG - 5: The student will demonstrate an understanding of the role that geography plays in economic development.

Enduring Understanding:
Earth's economic, transportation, and communication systems are spatially organized and are undergoing alteration as a consequence of global interdependence. To understand the interconnections among these systems, the student will…

Indicator:
WG – 5.1 Summarize the changes in the spatial distribution and the patterns of production and consumption of selected goods and services as they vary from one region of the world to another (e.g., the manufacturing shift away from the United States).

Taxonomy Level: Understand/Conceptual Knowledge - 2/B

Previous/future knowledge:
In 1st grade, students identified the ways that families and communities in America and around the world cooperate and compromise with one another in order to obtain goods and services to meet their needs and wants (1-4.3) and explained the concept of scarcity and the way it forces individuals and families to make choices about which goods and services they can obtain (1-4.4). In 2nd grade, students explained ways that people may obtain goods and services that they do not produce, including the use of barter and money (2-3.3). In 3rd grade, students described the growth of tourism and its impact on the economy of South Carolina, including the development of historic sites, state parks, and resorts and the expanding transportation systems that allow for greater access to our state (3-5.6). In 4th grade, students explained significant economic and geographic differences between the North and South (4-6.1). In 8th grade, students explained how South Carolinians used their natural resources uniquely to gain economic prosperity, including settlement by and trade with the people of Barbados, rice and indigo planting, and the practice of Mercantilism (8-1.5), compared industrial development in South Carolina to industrialization in the rest of the United States, including the expansion of railroads, the development of the phosphate and textile industries, and immigration (8-5.5).
In World History, students will describe the diffusion of people and goods between Europe, Asia, and Africa during the fourteenth and fifteenth centuries to show the networks of economic interdependence and cultural interactions (MWH – 1.1), explain how the development of banks in Europe influenced the transfer of goods throughout Europe (MWH -1.5) and compare the spread of religion and the development of trade routes and diplomatic connections, including Christian missionary work, Buddhist and Islamic pilgrimages, and the competition between Muslims and Christians for territory (MWH – 3.5). In U.S. History, students will compare the economic development in different regions (the South, the North, and the West) of the United States during the early nineteenth century, including ways that economic policy contributed to

political controversies (USHC - 2.3). In Economics, students will summarize how differing factor endowments – such as geography, the development of technology, and the abundance of labor – affect the goods and services in which a nation specializes (ECON - 4.1)

It is essential for students to know:
Resources are unevenly distributed on Earth, and no country has all of the resources it needs to survive and grow. Thus, people must trade with others and as a result there are increasingly complex networks of economic interdependence, which change and evolve. Economic activities depend upon capital, resources, power supplies, labor, information, and land. The spatial patterns of these resources create the networks of trade and global economic interdependence. Local and world economies intermesh to create networks, movement patterns, transportation routes, market areas, and hinterlands. Students must understand the spatial organization of economic, transportation, and communication systems. These produce and exchange the great variety of commodities—raw materials, manufactured goods, capital, and service—which constitute the global economy.

Students will explain the ways patterns of trade have changed over time. They will compare and contrast past trade patterns, imports and exports, among countries at different times with current patterns (e.g., trade in automobiles, energy, food, consumer items, such as computers, electronic media).

The spatial distribution and patterns of production and consumption have changed as populations move, new resources are discovered, and new technology is invented (e.g.: labor costs moved many textile firms out of the United States; synthetic rubber (petroleum-based) undercut natural rubber production).

It is not essential for students to know:
While it is important for students to know whether each region of the world is dominated by the primary, secondary, or tertiary economic sectors, it is not important to know which sector dominates each country. It is not essential for students to learn the patterns of production and consumption of selected goods and services (imports and exports) of each country. The World Geography course is conceptual in nature and not organized around the accumulation of facts about various places. Student mastery is demonstrated by the ability to apply spatial concepts across multiple topics and for multiple places.

Social Studies Literacy Skills for the Twenty-First Century:

- Analyze and draw conclusions about the locations of places, the conditions at places, and the connections between places.

Assessment Guidelines:

Appropriate classroom assessments ***could*** require students to be able to:

Understand

- Interpret
- Exemplify
- Classify
- Summarize
- Infer
- Compare
- Explain

Or any verb from the **Remember** cognitive process dimension.

WORLD GEOGRAPHY

Standard WG - 5: The student will demonstrate an understanding of the role that geography plays in economic development.

Enduring Understanding:
Earth's economic, transportation, and communication systems are spatially organized and are undergoing alteration as a consequence of global interdependence. To understand the interconnections among these systems, the student will…

Indicator:
WG – 5.2 Classify and describe the spatial distribution of major economic systems, including traditional, command, and market economic systems (e.g., North Korea's command economy as opposed to Germany's market economy).

Taxonomy Level: Understand/Conceptual Knowledge - 2/B

Previous/future knowledge:
In 1st grade, students identified the ways that families and communities in America and around the world cooperate and compromise with one another in order to obtain goods and services to meet their needs and wants (1-4.3) and explained the concept of scarcity and the way it forces individuals and families to make choices about which goods and services they can obtain (1-4.4). In 2nd grade, students explained ways that people may obtain goods and services that they do not produce, including the use of barter and money (2-3.3), identified examples of markets and price in the local community and explain the roles of buyers and sellers in creating markets and pricing (2-3.4), and explained the effects of supply and demand on the price of goods and services (2-3.5). In 6th grade, students explained feudalism and its relationship to the development of European monarchies and nation-states, including feudal relationships, the daily lives of peasants and serfs, and the economy under the manorial system (6-5.1). In 7th grade, students analyzed the beginnings of capitalism and the ways that it was affected by mercantilism, the developing market economy, international trade, and the rise of the middle class (7-1.4). In 8th grade, students compared industrial development in South Carolina to industrialization in the rest of the United States, including the expansion of railroads, the development of the phosphate and textile industries, and immigration (8-5.5).
In World History, students will analyze the relationship between the expanding world market economy and the development of industrialization in Great Britain, the United States, Germany and Japan, including shifts in world demography and urbanization and changing class and race relations (MWH – 5.4) and compare capitalism with other forms of political and economic ideologies, including socialism, communism, and anarchism (MWH – 5.5). In Economics, students will explain the institutions in a market economy help individuals and groups accomplish their goals (ECON – 3.1).

It is essential for students to know:
Different economic systems exist throughout the world, and have so throughout world history. Students will classify and describe the spatial distribution of major economic systems and evaluate their relative merits in terms of productivity and the social welfare of workers. They will distinguish between traditional, command and market economic systems and describe how such systems operate (e.g., Burkina Faso's largely traditional economy, North Korea's command economy, Germany's market economy).

A command economy is one where production, investment, prices, and incomes are determined centrally by the national government (e.g., economies in communist states: former Soviet Union, People's Republic of China, Socialist Republic of Vietnam).

A traditional economy consists of production largely for subsistence. Transportation and communication systems are limited. Small surpluses may be sold in a local market with profits reinvested in the production process or used elevate the standard of living.

In a market economy, decisions are made where the pricing of goods and services (quantity produced, etc.) are determined by consumers and businesses with little government intervention.

Current economic systems often contain a mix of these approaches. The United States, for example, is considered a market economy. But farm subsidies and tax incentives for certain types of business activities represent government involvement also seen in command approaches.

Students should explain the differences and challenges between developing and developed countries and assess how different economic strategies have been used to promote development (improved standard of living; health; education; gender equality). They will investigate different development paths such as Self-sufficiency (e.g.: India, former policy) and International Trade (e.g.: South Korea). Students will also learn about the Human Development Index (HDI), discuss financing development (IMF, World Bank), and the merits and disadvantages of Fair Trade.

It is not essential for students to know:
Although it is important for students to learn how Human Development Index is measured by the United Nations and which range each region of the world falls under, it is not essential that students learn HDI scores for each country of the world. It is not essential to know all of the economic, social, and demographic factors of each country (i.e., gross domestic product, literacy rate, and infant mortality rate) that measure HDI. The World Geography course is conceptual in nature and not organized around the accumulation of facts about various places. Student mastery is demonstrated by the ability to apply spatial concepts across multiple topics and for multiple places.

Social Studies Literacy Skills for the Twenty-First Century:

- Analyze and draw conclusions about the locations of places, the conditions at places, and the connections between places.

Assessment Guidelines:

Appropriate classroom assessments ***could*** require students to be able to:
Understand

- Interpret
- Exemplify
- Classify
- Summarize
- Infer
- Compare
- Explain

Or any verb from the **Remember** cognitive process dimension.

Standard WG - 5: The student will demonstrate an understanding of the role that geography plays in economic development.

Enduring Understanding:
Earth's economic, transportation, and communication systems are spatially organized and are undergoing alteration as a consequence of global interdependence. To understand the interconnections among these systems, the student will…

Indicator:
WG – 5.3 Explain the spatial relationships between various economic activities (e.g., the integrated relationship between farms and markets in agriculture).

Taxonomy Level: Understand/Conceptual Knowledge - 2/B

Previous/future knowledge:
In 1st grade, students identified the ways that families and communities in America and around the world cooperate and compromise with one another in order to obtain goods and services to meet their needs and wants (1-4.3) and explained the concept of scarcity and the way it forces individuals and families to make choices about which goods and services they can obtain (1-4.4). In 2nd grade, students explained ways that people may obtain goods and services that they do not produce, including the use of barter and money (2-3.3), and identified examples of markets and price in the local community and explain the roles of buyers and sellers in creating markets and pricing (2-3.4). In 3rd grade, students described the growth of tourism and its impact on the economy of South Carolina, including the development of historic sites, state parks, and resorts and the expanding transportation systems that allow for greater access to our state (3-5.6). In 4th grade, students explained significant economic and geographic differences between the North and South (4-6.1). In 7th grade, students analyzed the beginnings of capitalism and the ways that it was affected by mercantilism, the developing market economy, international trade, and the rise of the middle class (7-1.4). In 8th grade, students summarized key economic issues in present-day South Carolina, including the decline of the textile industry, the state's continuing right-to-work status, the changes in agricultural emphasis, the growing globalization and foreign investment, the influx of immigrants and migrants into the Sunbelt, the increased protection of the environment, the expanding number of cultural offerings, and the changes in tax policy (8-7.4). In World History, students will describe the diffusion of people and goods between Europe, Asia, and Africa during the fourteenth and fifteenth centuries to show the networks of economic interdependence and cultural interactions (MWH – 1.1), compare the spread of religion and the development of trade routes and diplomatic connections, including Christian missionary work, Buddhist and Islamic pilgrimages, and the competition between Muslims and Christians for territory (MWH – 3.5), analyze the trade policy of mercantilism and its influence on the relationship between imperial centers and their peripheries (MWH – 4.6), In U.S. History,

students will compare the economic development in different regions (the South, the North, and the West) of the United States during the early nineteenth century, including ways that economic policy contributed to political controversies (USHC - 2.3) and explain the impact of industrial growth and business cycles on farmers, workers, immigrants, labor unions, and the Populist movement and the ways that these groups and the government responded to the economic problems caused by industry and business (USHC – 4.4) In Economics, students will summarize how differing factor endowments – such as geography, the development of technology, and the abundance of labor – affect the goods and services in which a nation specializes (ECON - 4.1)

It is essential for students to know:
The spatial dimensions of economic activity are increasingly complex. Raw materials may be shipped to locations for processing and then transported again for assembly or sale. Systems of interdependence develop at local, regional, national, and international levels. Yet, economic activities often have specific spatial patterns.

Students will define and classify economic activities into primary, secondary, and tertiary categories; 1) primary (e.g., forestry, copper mining, and growing coffee), 2) secondary (e.g., producing copper wire, furniture making, and grinding coffee beans), and 3) tertiary (e.g., furniture sales, selling copper wire, and selling coffee latte).

They will also explain the relationships between various economic activities. For example, they may examine and map the relationships between providers of components in different manufacturing industries (e.g., automobiles, such as glass, tires, sheet metal; computers, such as circuit boards, software, electrical components, wireless chips).

For agriculture, the Von Thunen model is reviewed to explain the location of differing types of agriculture related to the location of the market, land rent, and transportation costs. This model reveals that different types of agriculture are conducted at different distances from the city. For example, horticulture might be located nearest a city because the products are perishable and therefore need to be close to the market.

For services, Christaller's Central Place Theory is reviewed to explain the location of differing types of services related to the location of consumers, the range they are willing to travel for a service, and the threshold population size needed to support a service. They may compare the locations of where settlements were built historically to those of today based upon economic production (e.g., oil towns in Texas and Oklahoma, high-tech corridors of cities in India, textile mill towns of North and South Carolina).

It is not essential for students to know:

Students do not need to learn all of the different types of farming and where they are located throughout the world. Although it is important for students to know why situation factors are important (proximity to inputs and proximity to markets) students do not need to learn all of the various industrial areas within each country and what types of industry in which they specialize. While it is important for students to understand the difference between consumer services and business services, it is not necessary for students to earn all of the subcategories of each type of service. The World Geography course is conceptual in nature and not organized around the accumulation of facts about various places. Student mastery is demonstrated by the ability to apply spatial concepts across multiple topics and for multiple places.

Social Studies Literacy Skills for the Twenty-First Century:

- Explain how an interdependent, specialized, and voluntary worldwide trade network affects a nation's standard of living and economic growth.

Assessment Guidelines:

Appropriate classroom assessments ***could*** require students to be able to:
Understand

- Interpret
- Exemplify
- Classify
- Summarize
- Infer
- Compare
- Explain

Or any verb from the **Remember** cognitive process dimension.

Standard WG - 5: The student will demonstrate an understanding of the role that geography plays in economic development.

Enduring Understanding:
Earth's economic, transportation, and communication systems are spatially organized and are undergoing alteration as a consequence of global interdependence. To understand the interconnections among these systems, the student will…

Indicator:
WG – 5.4 Summarize the factors that influence the location and spatial distribution of economic activities, including the factors of site and situation (e.g., Singapore's deep-water ports and their locations relative to markets).

Taxonomy Level: Understand/Conceptual Knowledge - 2/B

Previous/future knowledge:
In 1st grade, students identified the ways that families and communities in America and around the world cooperate and compromise with one another in order to obtain goods and services to meet their needs and wants (1-4.3). In 2nd grade, students identified examples of markets and price in the local community and explain the roles of buyers and sellers in creating markets and pricing (2-3.4). In 3rd grade, students described the growth of tourism and its impact on the economy of South Carolina, including the development of historic sites, state parks, and resorts and the expanding transportation systems that allow for greater access to our state (3-5.6). In 4th grade, students explained significant economic and geographic differences between the North and South (4-6.1). In 5th grade, students analyzed the geographic and economic factors that influenced westward expansion and the ways that these factors affected travel and settlement, including physical features of the land; the climate and natural resources; and land ownership and other economic opportunities (5-2.1). In 8th grade, students explained how South Carolinians used their natural resources uniquely to gain economic prosperity, including settlement by and trade with the people of Barbados, rice and indigo planting, and the practice of Mercantilism (8-1.5), compared industrial development in South Carolina to industrialization in the rest of the United States, including the expansion of railroads, the development of the phosphate and textile industries, and immigration (8-5.5) and summarized key economic issues in present-day South Carolina, including the decline of the textile industry, the state's continuing right-to-work status, the changes in agricultural emphasis, the growing globalization and foreign investment, the influx of immigrants and migrants into the Sunbelt, the increased protection of the environment, the expanding number of cultural offerings, and the changes in tax policy (8-7.4).

In World History, students will describe the diffusion of people and goods between Europe, Asia, and Africa during the fourteenth and fifteenth centuries to show the networks of economic interdependence and cultural interactions (MWH – 1.1), compare the spread of religion and the

development of trade routes and diplomatic connections, including Christian missionary work, Buddhist and Islamic pilgrimages, and the competition between Muslims and Christians for territory (MWH – 3.5), analyze the trade policy of mercantilism and its influence on the relationship between imperial centers and their peripheries (MWH – 4.6). In U.S. History, students will summarize the impact that government policy and the construction of the transcontinental railroads had on the development of the national market and on the culture of Native American peoples (USHC – 4.1), analyze the factors that influenced the economic growth of the United States and its emergence as an industrial power, including the abundance of natural resources; government support and protection in the form of railroad subsidies, tariffs, and labor policies; and the expansion of international markets (USHC -4.2), explain the impact of industrial growth and business cycles on farmers, workers, immigrants, labor unions, and the Populist movement and the ways that these groups and the government responded to the economic problems caused by industry and business (USHC – 4.4) In Economics, students will summarize how differing factor endowments – such as geography, the development of technology, and the abundance of labor – affect the goods and services in which a nation specializes (ECON - 4.1)

It is essential for students to know:
Geographers do more than investigate the location of economic systems. In asking why something is located in a particular place they are also asking why that feature is successful there and not elsewhere. Various factors influence the location and spatial distribution of economic activities. Among them are site and situation. Site refers to the specific place where something is located, including its physical setting (e.g., on a floodplain). Situation is the general location of something in relation to other places or features of a larger region (e.g., in the center of a group of cities or New York's situation as a port of entry on the Atlantic coast, adjacent to heavy and light industries, transportation networks, productive agricultural lands, and major market areas; textile manufacturing in the American South was supported by proximity to the raw material (cotton), low-cost labor, ample power, and access to markets (water and rail transport); Singapore has grown wealthy given its situation along some of the world's busiest shipping routes).

Students may collect data on where items in the home originate or are manufactured (e.g., appliances, food items, clothing) then map these locations and analyze why the items were made or grown in that location.(e.g., good soil and climate conditions, raw materials needed for production, transportation hubs). They may also generate a list of items produced in their local region and map the places where they are shipped (e.g., agricultural products both raw and processed, paper products, furniture, carpets, tires), providing an indication of the absence of those goods elsewhere.

Students will compare and contrast the merit of one location over another for production of

goods and services. For example, students may use a business directory to map local businesses or other economic activities and then suggest why they are located where they are (e.g., medical supply and uniform stores, laboratories, and doctors' offices near a hospital; warehouses and industries near major transportation routes; clusters of car dealerships on major highways; fast food restaurants in highly accessible locations close to population concentration, farmer's markets).

Students should also explain how these location decisions may change over time by comparing and contrasting past trade patterns, imports and exports, among countries at several times with current patterns (e.g., trade in automobiles, energy, food, consumer items, such as computers, electronic media).

It is not essential for students to know:
While it is important to understand Central Place Theory, it is not important to know all of the business services cities of the world such as world cities, command and control centers, specialized-producer service centers, and dependent centers. Although being able to apply site and situation factors to any good or service to find its optimal location, it is not essential for students to know where all of the locations are for multiple goods and services around the world. The World Geography course is conceptual in nature and not organized around the accumulation of facts about various places. Student mastery is demonstrated by the ability to apply spatial concepts across multiple topics and for multiple places.

Social Studies Literacy Skills for the Twenty-First Century:

- Analyze and draw conclusions about the locations of places, the conditions at places, and the connections between places.

Assessment Guidelines:

Appropriate classroom assessments ***could*** require students to be able to:

Understand

- Interpret
- Exemplify
- Classify
- Summarize
- Infer
- Compare
- Explain

Or any verb from the **Remember** cognitive process dimension.

Standard WG - 5: The student will demonstrate an understanding of the role that geography plays in economic development.

Enduring Understanding:
Earth's economic, transportation, and communication systems are spatially organized and are undergoing alteration as a consequence of global interdependence. To understand the interconnections among these systems, the student will…

Indicator:
WG – 5.5 Explain the consequences of the current global trade systems for economic and environmental sustainability in both importing and exporting countries (e.g., the impacts of overfishing on local ecosystems to meet foreign product demand).

Taxonomy Level: Understand/Conceptual Knowledge - 2/B

Previous/future knowledge:
In 1st grade, students identified the ways that families and communities in America and around the world cooperate and compromise with one another in order to obtain goods and services to meet their needs and wants (1-4.3) and explained the concept of scarcity and the way it forces individuals and families to make choices about which goods and services they can obtain (1-4.4). In 2nd grade, students explained ways that people may obtain goods and services that they do not produce, including the use of barter and money (2-3.3), identified examples of markets and price in the local community and explain the roles of buyers and sellers in creating markets and pricing (2-3.4), and explained the effects of supply and demand on the price of goods and services (2-3.5). In 3rd grade, students explained interactions between people and the physical landscape of South Carolina over time, including the effects on population distribution, patterns of migration, access to natural resources, and economic development (3-1.3). In 7th grade, students analyzed the beginnings of capitalism and the ways that it was affected by mercantilism, the developing market economy, international trade, and the rise of the middle class (7-1.4). In 8th grade, students explained how South Carolinians used their natural resources uniquely to gain economic prosperity, including settlement by and trade with the people of Barbados, rice and indigo planting, and the practice of Mercantilism (8-1.5) and summarized key economic issues in present-day South Carolina, including the decline of the textile industry, the state's continuing right-to-work status, the changes in agricultural emphasis, the growing globalization and foreign investment, the influx of immigrants and migrants into the Sunbelt, the increased protection of the environment, the expanding number of cultural offerings, and the changes in tax policy (8-7.4).
In World History, students will analyze the trade policy of mercantilism and its influence on the relationship between imperial centers and their peripheries (MWH – 4.6) and evaluate the benefits and costs of increasing worldwide trade and technological growth, including the

movement of people and products, the growth of multinational corporations, the increase in environmental concerns, and the increase in cultural exchanges (MWH – 8.7). In U.S. History, students will analyze the factors that influenced the economic growth of the United States and its emergence as an industrial power, including the abundance of natural resources; government support and protection in the form of railroad subsidies, tariffs, and labor policies; and the expansion of international markets (USHC -4.2). In Economics, students will explain how market power enables some market structures to affect their situations to varying degrees and to use this market power to increase prices and reduce output (ECON – 2.6).

It is essential for students to know:
Globalization is the increasing interconnectedness of different parts of the world resulting in the expansion of cultural, economic, and political activities so that they become worldwide in scope and impact due to technological advances in communication and transportation. The impact of globalization is also felt environmentally.

Students compare and contrast the advantages and identify possible disadvantages that accompany global trade agreements among countries (e.g., the changes in employment in different regions; environmental issues that accompany trade; carbon footprint in moving products great distances).

Students will discuss the flow of goods between and among countries and make judgments as to whether this is positive or negative (e.g., consumers like inexpensive goods, U.S. workers may lose their jobs due to outsourcing, trade imbalances between the U.S. and China; Chile produces grapes that are out of season in the U.S., drawing in foreign currency but shipping out their higher quality product as opposed to local consumption).

Students will explain that economic interdependence and globalization depend on systems that deliver goods and services within and between regions. For example, they may compare the spatial variations in the production of goods and services with the variations in the demand for goods and services and the resulting interdependence (e.g., animal antibiotics produced in Europe and used in Africa; seed corn in Iowa planted in South America; silicon computer chips made California, installed in a computer manufactured in China, and purchased in Australia).

Students will assess the sustainability of the current consumption of products and services to meet the demands of global markets (e.g., sustainability of seafood such as Bluefin Tuna for sushi, trawl-caught shrimp, Atlantic Cod; impacts of tourism on local ecosystems and economic infrastructure).

It is not essential for students to know:
While it is essential for students to know whether the flow of goods and services between countries is positive or negative, it is not important to learn all of the individual import and export flows of goods and services from one country to another. The World Geography course is conceptual in nature and not organized around the accumulation of facts about various places. Student mastery is demonstrated by the ability to apply spatial concepts across multiple topics and for multiple places.

Social Studies Literacy Skills for the Twenty-First Century:

- Explain how an interdependent, specialized, and voluntary worldwide trade network affects a nation's standard of living and economic growth.

Assessment Guidelines:

Appropriate classroom assessments ***could*** require students to be able to:
Understand

- Interpret
- Exemplify
- Classify
- Summarize
- Infer
- Compare
- Explain

Or any verb from the **Remember** cognitive process dimension.

Standard WG - 5: The student will demonstrate an understanding of the role that geography plays in economic development.

Enduring Understanding:
Earth's economic, transportation, and communication systems are spatially organized and are undergoing alteration as a consequence of global interdependence. To understand the interconnections among these systems, the student will…

Indicator:
WG – 5.6 Explain the connection between the delivery of goods and services and the transportation and communications networks that are needed to provide them (e.g., the hub-and-spoke systems used by airfreight companies).

Taxonomy Level: Understand/Conceptual Knowledge - 2/B

Previous/future knowledge:
In 1st grade, students identified the ways that families and communities in America and around the world cooperate and compromise with one another in order to obtain goods and services to meet their needs and wants (1-4.3) and explained the concept of scarcity and the way it forces individuals and families to make choices about which goods and services they can obtain (1-4.4). In 2nd grade, students explained ways that people may obtain goods and services that they do not produce, including the use of barter and money (2-3.3) and identified examples of markets and price in the local community and explain the roles of buyers and sellers in creating markets and pricing (2-3.4). In 3rd grade, students explained interactions between people and the physical landscape of South Carolina over time, including the effects on population distribution, patterns of migration, access to natural resources, and economic development (3-1.3) and described the growth of tourism and its impact on the economy of South Carolina, including the development of historic sites, state parks, and resorts and the expanding transportation systems that allow for greater access to our state (3-5.6). In 5th grade, students explained how the Industrial Revolution was furthered by new inventions and technologies, including new methods of mass production and transportation and the invention of the light bulb, the telegraph, and the telephone (5-3.1). In 8th grade, students compared industrial development in South Carolina to industrialization in the rest of the United States, including the expansion of railroads, the development of the phosphate and textile industries, and immigration (8-5.5).
In World History, students will explain how the development of banks in Europe influenced the transfer of goods throughout Europe (MWH -1.5), compare the spread of religion and the development of trade routes and diplomatic connections, including Christian missionary work, Buddhist and Islamic pilgrimages, and the competition between Muslims and Christians for territory (MWH – 3.5), analyze the trade policy of mercantilism and its influence on the relationship between imperial centers and their peripheries (MWH – 4.6) and evaluate the

benefits and costs of increasing worldwide trade and technological growth, including the movement of people and products, the growth of multinational corporations, the increase in environmental concerns, and the increase in cultural exchanges (MWH – 8.7). In U.S. History, students will summarize the impact that government policy and the construction of the transcontinental railroads had on the development of the national market and on the culture of Native American peoples (USHC – 4.1). In Economics, students summarize how differing factor endowments – such as geography, the development of technology, and the abundance of labor – affect the goods and services in which a nation specializes (ECON - 4.1).

It is essential for students to know:
Economic activity is facilitated by connections between places. Rarely do resources and finished goods exist in the same location as consumers. Physical transportation and communication networks are necessary for economic systems to function. These networks exist across space and on a variety of scales.

Students will identify the modes of transportation and communication used to move people, products, and ideas from place to place, describing the advantages and disadvantages of different modes of transportation for specific products, purposes, and ideas (e.g., barges and trains for bulky heavy items, airplanes for high-cost perishables; pipelines for liquids and gases, telephones or internet for ideas).

Students will analyze global market networks and identify how perishable and luxury products are brought to markets. For example, they may describe the market networks they used (e.g., fresh vegetables require timely delivery before they perish and airplane or truck transportation are used to distribute to all consumers; luxury goods, such as expensive sports cars, are distributed by ocean going ships, trains, and trucks; diamonds are luxury goods, but small in volume and mass, and are shipped by air to several urban markets which in turn redistribute them to other markets).

Students will compare and contrast advantages and disadvantages of different forms of global transportation such as being able to compare and contrast the time and distance required to transport products globally (e.g., ships are least expensive, require large cargoes and take longer; trains are confined to railway tracks, are relatively fast, and less expensive for long hauls than trucks; trucks have access everywhere there are roadways, are fast for delivery; airplanes are the most expensive and are used to transport goods with high value and small mass/weight; Internet and World Wide Web reduce the time and cost of transporting information). Students may focus on changes required for American ports as the Panama Canal is enlarged for bigger ships or how companies such as Federal Express focus flights on Memphis, Tennessee and other global hubs to maximize delivery times.

The spatial dimensions of economic activity are increasingly complex, especially when technology and telecommunications have freed many jobs from being tied to specific locations. Work can be done collaboratively in different locations taking advantage of different time zones to increase efficiency. Accordingly, students will examine the effects of technological changes in communications and transportation on time/distance decay and explain how time-space compression has changed modern locational decision-making (e.g., the roles of internet connections, satellite communications, and mobile phones).

It is not essential for students to know:
While it is important to recognize that certain cities are break-of-bulk points, it is not necessary to know all of these cities and specifically which types of transportation in which they specialize. Although it is important to know what a transnational corporation is and a few examples of such, students do not need to be aware of all of these various corporations. The World Geography course is conceptual in nature and not organized around the accumulation of facts about various places. Student mastery is demonstrated by the ability to apply spatial concepts across multiple topics and for multiple places.

Social Studies Literacy Skills for the Twenty-First Century:

- Analyze and draw conclusions about the locations of places, the conditions at places, and the connections between places.

Assessment Guidelines:

Appropriate classroom assessments ***could*** require students to be able to:
Understand
- Interpret
- Exemplify
- Classify
- Summarize
- Infer
- Compare
- Explain

Or any verb from the **Remember** cognitive process dimension.

Standard WG - 6: The student will demonstrate an understanding of the processes, patterns, and functions of human settlement.

Enduring Understanding:
Human settlements, both urban and rural, vary in their type, pattern, settlement process, and function. To understand the interconnections among these systems, the student will…

Indicator:
WG – 6.1 Compare the changing functions, sizes, and spatial patterns of rural and urban regions (e.g., the concentration of shopping services in suburbs).

Taxonomy Level: Understand/Conceptual Knowledge - 2/B

Previous/future knowledge:
In 1st grade, students illustrated different elements of community life, including typical jobs; the interdependence of family, school, and the community; and the common methods of transportations and communication (1-4.1). In 2nd grade, students recognized the features of urban, suburban, and rural areas of the local region (2-1.3). In 3rd grade, students described the location and characteristics of significant features of South Carolina, including landforms; river systems; major cities; and climate regions (3-1.2) and explained the causes and impact of emigration from South Carolina and internal migration from rural areas to the cities, including discrimination and unemployment; poor sanitation and transportation services; and the lack of electricity and other modern conveniences in rural locations (3-5.2). In 5th grade, students summarized the impact of industrialization, urbanization, and the rise of big business, including the development of monopolies; long hours, low wages, and unsafe working conditions on men, women, and children laborers; and resulting reform movements (5-3.4) and summarized the social, cultural, and economic developments that took place in the United States during the Cold War, including consumerism, mass media, the growth of suburbs, expanding educational opportunities, new technologies, the expanding job market and service industries, and changing opportunities for women in the workforce (5-5.2). In 6th grade, students explained the emergence of agriculture and its effect on early human communities, including the domestication of plants and animals, the impact of irrigation techniques, and subsequent food surpluses (6-1.2) and compared the river valley civilizations of the Tigris and Euphrates (Mesopotamia), the Nile (Egypt), the Indus (India), and the Huang He (China), including the evolution of written language, government, trade systems, architecture, and forms of social order (6-1.3). In 8th grade, students compared migration patterns of South Carolinians to such patterns throughout the United States, including the movement from rural to urban areas and the migration of African Americans from the South to the North, Midwest, and West (8-5.7).

In World History, students will evaluate the impact of the collapse of European feudal institutions and the spread of towns on the transmission of goods, people, and ideas in Europe (MWH – 1.4), analyze the relationship between the expanding world economy and the development of industrialization in Great Britain, the United States, Germany, and Japan, including shifts in world demography and urbanization and changing class and race relations (MWH – 5.4). In U.S. History, students will summarize the distinct characteristics of each colonial region in the settlement and development of British North America, including religious, social, political, and economic differences (USHC – 1.1), explain causes and effects of urbanization in late nineteenth-century America, including the movement from farm to city, the changing immigration patterns, the rise of ethnic neighborhoods, the role of political machines, and the migration of African Americans to the North, Midwest, and West (USHC – 4.5) and explain the impact of the changes in the 1920s on the economy, society, and culture, including the expansion of mass production techniques, the invention of new home appliances, the introduction of the installment plan, the role of transportation in changing urban life, the effect of radio and movies in creating a national mass culture, and the cultural changes exemplified by the Harlem Renaissance (USHC – 6.1).

It is essential for students to know:
People seldom live in isolation. Most reside collectively in settlements, which vary greatly in size, composition, location, arrangement, and function. These organized groupings of human habitation are the focus of most aspects of human life: economic activities, transportation systems, communications media, political and administrative systems, culture and entertainment. Because settlement is an essential activity of humans, the geographically informed person must understand the patterns, processes and functions of settlement across Earth's surface.

Settlement occurs where location provides an advantage. Students will explain why some locations are better for settlement than others. The student may use geospatial technology (e.g., Google Earth) to identify clusters of dense settlement and relate them to reasons for settlement (e.g., fertile soil, good transportation, and availability of water in the Ohio River Valley; employment opportunities).

Students will describe and analyze patterns of settlement in different regions of the world. They may use information from maps and photographs to observe the different types of settlement patterns across regions (e.g., linear rural settlement along roadways, railways, and rivers; urban center that spread from a central node; village clusters or rural landscapes; seaport settlements that are interrupted by water, such as a water body or a large river).

Students will compare and contrast the sizes and patterns of settlements within a region. They may use maps and images at different scales to identify settlement patterns (e.g., use the Earth At Night map to identify regions of the world as large urban, smaller urban, and rural settlements

based on light sources; use highway maps or an atlas to compare and contrast the pattern of cities, towns, and villages in two regions; use topographic maps to compare and contrast the pattern of settlement in a local region).

Students will compare and contrast the changing functions, sizes and spatial patterns of urban regions by analyzing changes in urban patterns and functions (e.g., edge cities, megalopoli, gentrified neighborhoods, more specialized services in suburban areas, greater availability of the same services, urban sprawl).

Students will describe the changing distribution of megacities. For example, they may identify and map the locations of megacities for two periods and analyze the changes in their distributions (e.g., use the world's 10 largest cities in 1950 and the current 10 largest cities, map their locations, and compare the changes in the pattern considering size and location).

It is not essential for students to know:
Although it is important to recognize changing spatial patterns of rural and urban regions, it is not essential for students to learn the different urban models for this indicator. While it is important to understand the different functions of different parts of a city and where different types of people and places are clustered in various regions of the world, it is not essential for students to learn these patterns for all major cities of the world. The World Geography course is conceptual in nature and not organized around the accumulation of facts about various places. Student mastery is demonstrated by the ability to apply spatial concepts across multiple topics and for multiple places.

Social Studies Literacy Skills for the Twenty-First Century:

- Trace and describe continuity and change across cultures.

Assessment Guidelines:

Appropriate classroom assessments ***could*** require students to be able to:
Understand

- Interpret
- Exemplify
- Classify
- Summarize
- Infer
- Compare
- Explain

Or any verb from the **Remember** cognitive process dimension.

Indicator WG – 6.1

Standard WG - 6: The student will demonstrate an understanding of the processes, patterns, and functions of human settlement.

Enduring Understanding:
Human settlements, both urban and rural, vary in their type, pattern, settlement process, and function. To understand the interconnections among these systems, the student will…

Indicator:
WG – 6.2 Explain how the structure of rural and urban places is impacted by economic, social, political, and environmental transitions, including gains or losses by industries and the outsourcing or offshoring of labor (e.g., the shift from textiles to automobile manufacturing in the American South).

Taxonomy Level: Understand/Conceptual Knowledge - 2/B

Previous/future knowledge:
In 1st grade, students illustrated different elements of community life, including typical jobs; the interdependence of family, school, and the community; and the common methods of transportations and communication (1-4.1). In 2nd grade, students recognized the features of urban, suburban, and rural areas of the local region (2-1.3). In 3rd grade, students explained the causes and impact of emigration from South Carolina and internal migration from rural areas to the cities, including discrimination and unemployment; poor sanitation and transportation services; and the lack of electricity and other modern conveniences in rural locations (3-5.2). In 5th grade, students analyzed the geographic and economic factors that influenced westward expansion and the ways that these factors affected travel and settlement, including physical features of the land; the climate and natural resources; and land ownership and other economic opportunities (5-2.1), summarized the impact of industrialization, urbanization, and the rise of big business, including the development of monopolies; long hours, low wages, and unsafe working conditions on men, women, and children laborers; and resulting reform movements (5-3.4) and summarized the social, cultural, and economic developments that took place in the United States during the Cold War, including consumerism, mass media, the growth of suburbs, expanding educational opportunities, new technologies, the expanding job market and service industries, and changing opportunities for women in the workforce (5-5.2). In 6th grade, students explained the emergence of agriculture and its effect on early human communities, including the domestication of plants and animals, the impact of irrigation techniques, and subsequent food surpluses (6-1.2). In 8th grade, students compared migration patterns of South Carolinians to such patterns throughout the United States, including the movement from rural to urban areas and the migration of African Americans from the South to the North, Midwest, and West (8-5.7).

In World History, students will evaluate the impact of the collapse of European feudal institutions and the spread of towns on the transmission of goods, people, and ideas in Europe (MWH – 1.4). In U.S. History, students will summarize the distinct characteristics of each colonial region in the settlement and development of British North America, including religious, social, political, and economic differences (USHC – 1.1), explained causes and effects of urbanization in late nineteenth-century America, including the movement from farm to city, the changing immigration patterns, the rise of ethnic neighborhoods, the role of political machines, and the migration of African Americans to the North, Midwest, and West (USHC – 4.5) and explain the impact of the changes in the 1920s on the economy, society, and culture, including the expansion of mass production techniques, the invention of new home appliances, the introduction of the installment plan, the role of transportation in changing urban life, the effect of radio and movies in creating a national mass culture, and the cultural changes exemplified by the Harlem Renaissance (USHC – 6.1).

It is essential for students to know:
Cities develop for different reasons (e.g., cities have developed as a result of trade, political importance, or available natural resources, including agricultural land and water; Chicago is at the southern region of Lake Michigan and became a transportation center; Pittsburg was a transportation and manufacturing center near large deposits of coal; Singapore is located along one of the world's major ocean transportation corridors). The reasons for the success of these cities may change over time.

Students will explain how economic, social, political and environmental transitions impact the internal structure of urban places. For example, they may compare and contrast the urban structure of cities before and after gains or losses of industries (e.g., gain of auto manufacturing in Spartanburg, South Carolina, loss of steel manufacturing in Birmingham, England, gain of a high-tech corridor, loss of textile manufacturing as a result of outsourcing and off shoring).

Students also will explain the successes of some settlements compared to the failure of others by tracing the reasons for the growth and decline of settlements (e.g., boomtowns to ghost towns in mining areas; growth of towns along waterways; the history of company or single-industry towns in periods of prosperity or recession).

It is not essential for students to know:
It is not essential for students to know why each settlement began and what characteristics made it successful, but rather to be able to learn characteristics of a place and thus evaluate why it began and was or was not successful. It is not important for students to learn all of the transitions that impact the structure of urban areas, but rather explain how a particular transition has impacted an urban area after learning of the transition (i.e., the gain or loss of a steel mill). The World Geography course is conceptual in nature and not organized around the accumulation of

facts about various places. Student mastery is demonstrated by the ability to apply spatial concepts across multiple topics and for multiple places.

Social Studies Literacy Skills for the Twenty-First Century:

- Explain contemporary patterns of human behavior, culture, and political and economic systems.

Assessment Guidelines:

Appropriate classroom assessments ***could*** require students to be able to:
Understand

- Interpret
- Exemplify
- Classify
- Summarize
- Infer
- Compare
- Explain

Or any verb from the **Remember** cognitive process dimension.

Standard WG - 6: The student will demonstrate an understanding of the processes, patterns, and functions of human settlement.

Enduring Understanding:
Human settlements, both urban and rural, vary in their type, pattern, settlement process, and function. To understand the interconnections among these systems, the student will…

Indicator:
WG – 6.3 Explain how globalization has changed the function of cities (e.g., the role of technology that has reduced logistics related to distance).

Taxonomy Level: Understand/Conceptual Knowledge - 2/B

Previous/future knowledge:
In 2nd grade, students recognized the features of urban, suburban, and rural areas of the local region (2-1.3). In 3rd grade, students explained the causes and impact of emigration from South Carolina and internal migration from rural areas to the cities, including discrimination and unemployment; poor sanitation and transportation services; and the lack of electricity and other modern conveniences in rural locations (3-5.2). In 5th grade, students summarized the impact of industrialization, urbanization, and the rise of big business, including the development of monopolies; long hours, low wages, and unsafe working conditions on men, women, and children laborers; and resulting reform movements (5-3.4) and summarized the social, cultural, and economic developments that took place in the United States during the Cold War, including consumerism, mass media, the growth of suburbs, expanding educational opportunities, new technologies, the expanding job market and service industries, and changing opportunities for women in the workforce (5-5.2).

In World History, students will analyze the relationship between the expanding world economy and the development of industrialization in Great Britain, the United States, Germany, and Japan, including shifts in world demography and urbanization and changing class and race relations (MWH – 5.4). In U.S. History, students will explained causes and effects of urbanization in late nineteenth-century America, including the movement from farm to city, the changing immigration patterns, the rise of ethnic neighborhoods, the role of political machines, and the migration of African Americans to the North, Midwest, and West (USHC – 4.5).

It is essential for students to know:
The patterns of settlement across Earth's surface differ markedly from region to region, place to place, and time to time. Of great importance to understanding human existence, therefore, are the spatial relationships between settlements of different sizes: their spacing, their arrangement, their functional differences, and their economic specialties. These spatial relationships are shaped by

trade and the movements of raw materials, finished products, people, capital, and ideas. Globalization is an important shift affecting cities as increasing interconnectedness of different parts of the world results in the expansion of cultural, economic, and political activities.

Students will describe how globalization has changed the functions of cities. For example, they will explain the changes in global communications that have affected the functions of cities (e.g., just-in-time delivery, advances in telecommunications technologies such as internet and world wide web, reduced friction of distance such as call centers in Bangalore, India).

These changes influence the regions surrounding urban places, too. Students may analyze the interaction of urban places with their surrounding regions (e.g., the flow of people from the nearby region as daily commuters; communications centers in urban places that service nearby and distant locations with TV, radio, Internet, and cable services; the flow of food products to central markets from other places; regional specialization in services or production, such as insurance in Indianapolis, digital products in Bangalore, India, and banking in London, UK, and film production, such as "Bollywood").

It is not essential for students to know:
It is not important for students to learn how globalization has changed the functions of all cities around the world, but rather to be able to provide examples from cities of different sizes from around the world. It is not important to for students to learn all of the different patterns of urbanization, suburbanization, and counterurbanization from around the world. The World Geography course is conceptual in nature and not organized around the accumulation of facts about various places. Student mastery is demonstrated by the ability to apply spatial concepts across multiple topics and for multiple places.

Social Studies Literacy Skills for the Twenty-First Century:

- Explain contemporary patterns of human behavior, culture, and political and economic systems.

Assessment Guidelines:

Appropriate classroom assessments ***could*** require students to be able to:
Understand

- Interpret
- Exemplify
- Classify
- Summarize
- Infer
- Compare

- Explain

Or any verb from the **Remember** cognitive process dimension.

Standard WG - 6: The student will demonstrate an understanding of the processes, patterns, and functions of human settlement.

Enduring Understanding:
Human settlements, both urban and rural, vary in their type, pattern, settlement process, and function. To understand the interconnections among these systems, the student will…

Indicator:
WG – 6.4 Explain the advantages and disadvantages of daily life in rural and urban locations (e.g., transportation systems, zoning, congestion, population density, cultural opportunities, cost of living).

Taxonomy Level: Understand/Conceptual Knowledge - 2/B

Previous/future knowledge:
In 1st grade, students illustrated different elements of community life, including typical jobs; the interdependence of family, school, and the community; and the common methods of transportations and communication (1-4.1). In 2nd grade, students recognized the features of urban, suburban, and rural areas of the local region (2-1.3). In 3rd grade, students explained the causes and impact of emigration from South Carolina and internal migration from rural areas to the cities, including discrimination and unemployment; poor sanitation and transportation services; and the lack of electricity and other modern conveniences in rural locations (3-5.2). In 5th grade, students analyzed the geographic and economic factors that influenced westward expansion and the ways that these factors affected travel and settlement, including physical features of the land; the climate and natural resources; and land ownership and other economic opportunities (5-2.1), summarized the impact of industrialization, urbanization, and the rise of big business, including the development of monopolies; long hours, low wages, and unsafe working conditions on men, women, and children laborers; and resulting reform movements (5-3.4). In 6th grade, students explained the emergence of agriculture and its effect on early human communities, including the domestication of plants and animals, the impact of irrigation techniques, and subsequent food surpluses (6-1.2).

In World History, students will analyze the relationship between the expanding world economy and the development of industrialization in Great Britain, the United States, Germany, and Japan, including shifts in world demography and urbanization and changing class and race relations (MWH – 5.4). In U.S. History, students will explain causes and effects of urbanization in late nineteenth-century America, including the movement from farm to city, the changing immigration patterns, the rise of ethnic neighborhoods, the role of political machines, and the migration of African Americans to the North, Midwest, and West (USHC – 4.5) and explain the impact of the changes in the 1920s on the economy, society, and culture, including the expansion

of mass production techniques, the invention of new home appliances, the introduction of the installment plan, the role of transportation in changing urban life, the effect of radio and movies in creating a national mass culture, and the cultural changes exemplified by the Harlem Renaissance (USHC – 6.1).

It is essential for students to know:
Urbanization is a process in which there is an increase in the percentage of people living/working in urban places as compared to rural places. This process is global, and clearly driven by, at a minimum, the feeling that urban areas confer certain advantages unavailable elsewhere.

Students will analyze and compare urban places and regions in terms of advantages and disadvantages (e.g., transportation routes, physical barriers, zoning regulations, population density and distribution, congestion, cultural opportunities, cost of living, commuting time).

Students also may investigate how opportunities may vary between urban and rural areas. For example, they may compare and contrast jobs and services (e.g., hospital versus medical clinic; service jobs versus agriculture; movie theater versus DVD at home; delivery services like pizza, availability of chain restaurants, education services).

Students will explain why urban places are constantly changing by describing urban places as destinations for diverse groups of people who bring new ideas and expectations (e.g., new arrivals introduce a demand for new products and services; cities have financial resources for investment; people in cities are trend setters in the diffusion process).

It is not essential for students to know:
Students do not need to learn the advantages and disadvantages of each city around the world, but rather the types of advantages and disadvantages that apply to different types of cities. The World Geography course is conceptual in nature and not organized around the accumulation of facts about various places. Student mastery is demonstrated by the ability to apply spatial concepts across multiple topics and for multiple places.

Social Studies Literacy Skills for the Twenty-First Century:

- Analyze and draw conclusions about the locations of places, the conditions at places, and the connections between places.

Assessment Guidelines:

Appropriate classroom assessments ***could*** require students to be able to:

Understand

Indicator WG – 6.4

- Interpret
- Exemplify
- Classify
- Summarize
- Infer
- Compare
- Explain

Or any verb from the **Remember** cognitive process dimension.

Standard WG - 6: The student will demonstrate an understanding of the processes, patterns, and functions of human settlement.

Enduring Understanding:
Human settlements, both urban and rural, vary in their type, pattern, settlement process, and function. To understand the interconnections among these systems, the student will…

Indicator:
WG – 6.5 Compare different urban models to explain the structures and patterns in cities that vary from one region to another (e.g., the spine in Latin American cities).

Taxonomy Level: Understand/Conceptual Knowledge -2/B

Previous/future knowledge:
In 1st grade, students illustrated different elements of community life, including typical jobs; the interdependence of family, school, and the community; and the common methods of transportations and communication (1-4.1). In 2nd grade, students recognized the features of urban, suburban, and rural areas of the local region (2-1.3). In 3rd grade, students described the location and characteristics of significant features of South Carolina, including landforms; river systems; major cities; and climate regions (3-1.2). In 5th grade, students analyzed the geographic and economic factors that influenced westward expansion and the ways that these factors affected travel and settlement, including physical features of the land; the climate and natural resources; and land ownership and other economic opportunities (5-2.1). In 6th grade, students compared the river valley civilizations of the Tigris and Euphrates (Mesopotamia), the Nile (Egypt), the Indus (India), and the Huang He (China), including the evolution of written language, government, trade systems, architecture, and forms of social order (6-1.3). In 8th grade, students compared migration patterns of South Carolinians to such patterns throughout the United States, including the movement from rural to urban areas and the migration of African Americans from the South to the North, Midwest, and West (8-5.7).

In World History, students will analyze the relationship between the expanding world economy and the development of industrialization in Great Britain, the United States, Germany, and Japan, including shifts in world demography and urbanization and changing class and race relations (MWH – 5.4). In U.S. History, students will summarize the distinct characteristics of each colonial region in the settlement and development of British North America, including religious, social, political, and economic differences (USHC – 1.1) and explain causes and effects of urbanization in late nineteenth-century America, including the movement from farm to city, the changing immigration patterns, the rise of ethnic neighborhoods, the role of political machines, and the migration of African Americans to the North, Midwest, and West (USHC – 4.5) and explain the impact of the changes in the 1920s on the economy, society, and culture, including the expansion of mass production techniques, the invention of new home appliances, the

introduction of the installment plan, the role of transportation in changing urban life, the effect of radio and movies in creating a national mass culture, and the cultural changes exemplified by the Harlem Renaissance (USHC – 6.1).

It is essential for students to know:
Settlements and the patterns they etch on Earth's surface provide not only data on current economic and social aspects of human existence, but also a historical record. Today's settlement patterns, evident on a map, provide information about past settlement and land use patterns.
In all such cases, the surviving evidence of past settlements can and should be amplified by the students' use of research materials to develop a fuller understanding of how settlements relate to their physical settings and contexts over time.

Land in cities is used for different purposes in different cities. Students may describe the different ways that land is used in the community. For example, they may use information from direct observations and community maps to make a table to show how land is used (e.g., parks and recreation, shopping areas, medical facilities, places of worship, educational institutions, parking lots, manufacturing, transportation).

Urban regions have both general and specific functions. Students will compare and contrast the functions of cities in different parts of the world (e.g., all cities function to meet the needs of their residents with food, services, and shelter; cities develop special functions such as seaports, land and air transportation hubs, medical services, financial services, agricultural product processing).

Urban models are used to analyze the growth and form of urban regions. Students will use various urban models to explain the structures and patterns in cities (e.g., the mall in Latin American cities model, development patterns the sector, concentric zone, and multiple nuclei models). Students will also learn model limitations (e.g.: too simple, out-dated, place-specific, best when combined depending on the data).

Students will also compare and contrast inequities and levels of opportunity within cities (explain why some areas are affluent, middle class, or low income [e.g., types of employment opportunities, ethnic sequence occupancy, arrival of new immigrants, property values]).

It is not essential for students to know:
It is not essential for students to identify which urban model represents each city around the world. While it is important that students familiarize themselves which each of the urban models and their characteristics, it is not essential for them to learn the individual distribution of each type of land use in each of the models. The World Geography course is conceptual in nature and not organized around the accumulation of facts about various places. Student mastery is

demonstrated by the ability to apply spatial concepts across multiple topics and for multiple places.

Social Studies Literacy Skills for the Twenty-First Century:

- Analyze and draw conclusions about the locations of places, the conditions at places, and the connections between places.

Assessment Guidelines:

Appropriate classroom assessments ***could*** require students to be able to:

Understand

- Interpret
- Exemplify
- Classify
- Summarize
- Infer
- Compare
- Explain

Or any verb from the **Remember** cognitive process dimension.

Standard WG - 6: The student will demonstrate an understanding of the processes, patterns, and functions of human settlement.

Enduring Understanding:
Human settlements, both urban and rural, vary in their type, pattern, settlement process, and function. To understand the interconnections among these systems, the student will…

Indicator:
WG – 6.6 Summarize the physical and human impacts of emerging urban forms in the world (e.g., the environmental challenges posed by increasing urbanization and sprawl).

Taxonomy Level: Understand/Conceptual Knowledge - 2/B

Previous/future knowledge:
In 3rd grade, students described the location and characteristics of significant features of South Carolina, including landforms; river systems; major cities; and climate regions (3-1.2) and explain the causes and impact of emigration from South Carolina and internal migration from rural areas to the cities, including discrimination and unemployment; poor sanitation and transportation services; and the lack of electricity and other modern conveniences in rural locations (3-5.2). In 5th grade, students analyzed the geographic and economic factors that influenced westward expansion and the ways that these factors affected travel and settlement, including physical features of the land; the climate and natural resources; and land ownership and other economic opportunities (5-2.1), summarized the impact of industrialization, urbanization, and the rise of big business, including the development of monopolies; long hours, low wages, and unsafe working conditions on men, women, and children laborers; and resulting reform movements (5-3.4) and summarize the social, cultural, and economic developments that took place in the United States during the Cold War, including consumerism, mass media, the growth of suburbs, expanding educational opportunities, new technologies, the expanding job market and service industries, and changing opportunities for women in the workforce (5-5.2). In 6th grade, students explained the emergence of agriculture and its effect on early human communities, including the domestication of plants and animals, the impact of irrigation techniques, and subsequent food surpluses (6-1.2). In 8th grade, students compared migration patterns of South Carolinians to such patterns throughout the United States, including the movement from rural to urban areas and the migration of African Americans from the South to the North, Midwest, and West (8-5.7).

In World History, students will evaluate the impact of the collapse of European feudal institutions and the spread of towns on the transmission of goods, people, and ideas in Europe (MWH – 1.4), analyze the relationship between the expanding world economy and the development of industrialization in Great Britain, the United States, Germany, and Japan, including shifts in world demography and urbanization and changing class and race relations

(MWH – 5.4). In U.S. History, students will explain causes and effects of urbanization in late nineteenth-century America, including the movement from farm to city, the changing immigration patterns, the rise of ethnic neighborhoods, the role of political machines, and the migration of African Americans to the North, Midwest, and West (USHC – 4.5) and explain the impact of the changes in the 1920s on the economy, society, and culture, including the expansion of mass production techniques, the invention of new home appliances, the introduction of the installment plan, the role of transportation in changing urban life, the effect of radio and movies in creating a national mass culture, and the cultural changes exemplified by the Harlem Renaissance (USHC – 6.1).

It is essential for students to know:
Cities, the largest and densest human settlements, are the nodes of human society. Cities throughout the world are growing rapidly, but none so rapidly as those in developing regions. This urbanization is changing the current patterns of both rural and urban landscapes around the world, especially as it relates to the environment (e.g., as a resource base and in terms of degradation).

Students will evaluate the physical and human impacts of emerging urban forms in the world, by describing the cultural imprints and environmental challenges of increasing urbanization (e.g., increasing numbers of ethnic exclaves in urban areas, growth in number and size of squatter settlements or homeless persons in cities, the strain on urban governments to provide enough clean water, housing and other utilities).

Students will propose solutions to urban issues. They may use maps create a proposed city plan that addresses and solves common urban issues (e.g., sprawl, efficient transportation, urban services, and housing).

It is not essential for students to know:
While it is essential to know about and understand squatter settlements, it is not essential for students to know the individual names of squatter settlements in various countries around the world. Although it is important to know the broad challenges that urbanization creates, it is not essential to know the individual challenges that each city faces. The World Geography course is conceptual in nature and not organized around the accumulation of facts about various places. Student mastery is demonstrated by the ability to apply spatial concepts across multiple topics and for multiple places.

Social Studies Literacy Skills for the Twenty-First Century:

- Explain contemporary patterns of human behavior, culture, and political and economic systems.

Assessment Guidelines:

Appropriate classroom assessments ***could*** require students to be able to:

Understand

- Interpret
- Exemplify
- Classify
- Summarize
- Infer
- Compare
- Explain

Or any verb from the **Remember** cognitive process dimension.

Standard WG - 7: The student will demonstrate an understanding of how cooperation and conflict among people influence the division and control of Earth's surface.

Enduring Understanding:
Earth is globally interdependent and locally controlled. Its territorial divisions are capable of cooperation or conflict. To analyze the reasons for and the results of Earth's territorial divisions, the student will…

Indicator:
WG – 7.1 Explain how cooperation and/or conflict can lead to the control of Earth's surface (e.g., the establishment of new social, political, or economic divisions).

Taxonomy Level: Understand/Conceptual Knowledge -2/B

Previous/future knowledge:
In 3rd grade, students described the initial contact, cooperation, and conflict between the Native Americans and European settlers of South Carolina (3-2.3) and explained the reasons for South Carolina's secession from the Union, including the abolitionist movement and the concept of states' rights (3-4.3). In 4th grade, students explained the political, economic, and technological factors that led to the exploration of the new world by Spain, Portugal, France, the Netherlands, and England, including the competition between nations, the expansion of international trade, and the technological advances in shipbuilding and navigation (4-1.3), explained the purpose, location, and impact of key United States acquisitions in the first half of the nineteenth century, including the Louisiana Purchase, the Florida Purchase, the Oregon Treaty, the annexation of Texas, and the Mexican Cession (4-5.3), and summarized how territorial expansion, related land policies, and specific legislation affected Native Americans, including the Northwest Ordinance of 1787 and the Indian Removal Act of 1830 (4-5.4). In 5th grade, students identified examples of conflict and cooperation between occupational and ethnic groups in the West, including miners, farmers, ranchers, cowboys, Mexican and African Americans, and European and Asian immigrants (5-2.3) and summarized the reasons for the United States control of new territories as a result of the Spanish American War and the building of the Panama Canal, including the need for raw materials and new markets and competition with other world powers (5-3.5) In 7th grade, students compared the differing ways that European nations developed political and economic influences, including trade and settlement patterns, on the continents of Asia, Africa, and the Americas (7-1.5), explained the causes and effects of the Spanish-American War as a reflection of American imperialist interests, including acquisitions, military occupations, and status as an emerging world power (7-3.7) and summarized the political and social impact of the collapse/dissolution of the Soviet Union and subsequent changes to European borders, including those of Russia and the Independent Republics, the Czech Republic, and Slovakia; the breakup of Yugoslavia; the reunification of Germany; and the birth of the European Union (EU) (7-6.1).

In World History, students will evaluate the consequences of the changing boundaries of kingdoms in Europe, Asia, Africa, and the Americas from the late fifteenth century through the sixteenth century (MWH – 2.1), explain the competition between European kingdoms for space and resources (MWH – 2.3) and explain the changing boundaries in Europe and Asia as a result of the competition between nation-states during the seventeenth and eighteenth centuries (MWH – 4.1).

It is essential for students to know:
Competing for control of large and small areas of Earth's surface is a universal trait among societies and has resulted in both productive cooperation and destructive conflict between groups over time. The geographically informed person has a general understanding of the nature and history of the forces of cooperation and conflict on Earth and the resulting spatial patterns. This understanding enables the individual to perceive how and why different groups have divided, organized, and/or unified areas of Earth's surface. Conflicts over trade, human migration and settlement, and exploitation of marine and land environments reflect how Earth's surface is divided into fragments controlled by different formal and informal political and economic interest groups.

The world is divided into multiple territorial divisions at several scales. Students will identify and explain reasons for these divisions. They may create a chart, diagram, or map of public services offered to citizens by government agencies and explain the area served by each (e.g., the hierarchy of police protection from local station to county sheriff to state police department to national agency; the hierarchy of justice involving municipal courts, county courts, state courts, and federal district courts).

Students will compare and contrast types of territorial divisions used to control Earth's surface. They may use maps and documents to compare and contrast the different types of power and influence used to divide and control territory (e.g., political; military; cultural; economic; changing territorial division within regions, such as school districts, national boundaries, and Exclusive Economic Zones).

Students will identify political boundaries that are based on physical and/or human characteristics (e.g., streets as political boundaries between local units of government; rivers as boundaries between countries; watershed divides as boundaries; boundaries delimited by political agreement).

It is not essential for students to know:
While students should be aware of various economic, political, and military organizations that control Earth's surface such as OPEC, NATO, and AU, students do not need to know each of the member countries for each organization. Students do not need to know the physical and human

boundaries between each country and region of the world, but should be able to provide specific examples of the different types of physical and human boundaries. The World Geography course is conceptual in nature and not organized around the accumulation of facts about various places. Student mastery is demonstrated by the ability to apply spatial concepts across multiple topics and for multiple places.

Social Studies Literacy Skills for the Twenty-First Century:

- Explain how groups work to challenge traditional institutions and effect change to promote the needs and interests of society.

Assessment Guidelines:

Appropriate classroom assessments ***could*** require students to be able to:
Understand

- Interpret
- Exemplify
- Classify
- Summarize
- Infer
- Compare
- Explain

Or any verb from the **Remember** cognitive process dimension.

Standard WG - 7: The student will demonstrate an understanding of how cooperation and conflict among people influence the division and control of Earth's surface.

Enduring Understanding:
Earth is globally interdependent and locally controlled. Its territorial divisions are capable of cooperation or conflict. To analyze the reasons for and the results of Earth's territorial divisions, the student will…

Indicator:
WG – 7.2 Explain the causes of boundary conflicts and internal disputes between culture groups (e.g., the ongoing Israeli-Palestinian conflict).

Taxonomy Level: Understand/Conceptual Knowledge -2/B

Previous/future knowledge:
In 3rd grade, students described the initial contact, cooperation, and conflict between the Native Americans and European settlers of South Carolina (3-2.3) and explained the reasons for South Carolina's secession from the Union, including the abolitionist movement and the concept of states' rights (3-4.3). In 4th grade, students explained the purpose, location, and impact of key United States acquisitions in the first half of the nineteenth century, including the Louisiana Purchase, the Florida Purchase, the Oregon Treaty, the annexation of Texas, and the Mexican Cession (4-5.3), and summarized how territorial expansion, related land policies, and specific legislation affected Native Americans, including the Northwest Ordinance of 1787 and the Indian Removal Act of 1830 (4-5.4). In 5th grade, students identified examples of conflict and cooperation between occupational and ethnic groups in the West, including miners, farmers, ranchers, cowboys, Mexican and African Americans, and European and Asian immigrants (5-2.3). In 6th grade, students explained feudalism and its relationship to the development of European monarchies and nation-states, including feudal relationships, the daily lives of peasants and serfs, and the economy under the manorial system (6-5.1). In 7th grade, students summarized the political and social impact of the collapse/dissolution of the Soviet Union and subsequent changes to European borders, including those of Russia and the Independent Republics, the Czech Republic, and Slovakia; the breakup of Yugoslavia; the reunification of Germany; and the birth of the European Union (EU) (7-6.1). In 8th grade, students analyzed key issues that led to South Carolina's secession from the Union, including the nullification controversy and John C. Calhoun, the extension of slavery and the compromises over westward expansion, the Kansas-Nebraska Act, the Dred Scott decision, and the election of 1860 (8-4.3).
In World History, students will evaluate the consequences of the changing boundaries of kingdoms in Europe, Asia, Africa, and the Americas from the late fifteenth century through the sixteenth century (MWH – 2.1), explain the competition between European kingdoms for space and resources (MWH – 2.3), explain the changing boundaries in Europe and Asia as a result of

the competition between nation-states during the seventeenth and eighteenth centuries (MWH – 4.1).

It is essential for students to know:
Conflicts arise when there is disagreement over the division and control of Earth's surface. These disagreements occur within and between states (countries). On a local level, students may identify local issues that have been a point of conflict, analyze the situations, and illustrate the different perspectives of the key stakeholders (e.g., protection of environmentally sensitive areas, land use for commercial purposes, waste disposal).

Resources/land use, ethnic, and nationalistic identity can result in conflicts over division and control of Earth's surface. Often there are multiple, overlapping divisions based on competing territorial claims. Students may detail a territorial conflict which indicates that people value the right to divide Earth to satisfy their particular perceptions and values (e.g., Bosnia-Herzegovina; Sudan; civil wars; ocean fishing rights; ocean mineral rights; outer space; a local land use dispute; property rights; Kurdistan; Jammu and Kashmir is contested; Peru and Ecuador; Sudan and Libya; Asmara; Golan Heights; Cambodia - Thailand; Spratley Islands).

Organizations are formed to resolve conflict within, between and among countries regarding control of Earth's surface. Students will examine the effects of interventionist policies by developed countries on lesser developed countries (e.g., U.S. war in Iraq, China in Tibet, Soviets in Afghanistan), compare and contrast organizations formed to resolve conflicts between and among countries (e.g., League of Arab States and the African Union; SEATO and ANZUS; NATO and EU), and examine the causes and consequences of political and social revolutions resulting from issues of control of land and natural resources (e.g., Eritrean war of independence, Vietnamese wars with France and the U.S., Czechoslovakian Velvet Revolution, 1990 Iraq invasion of Kuwait).

It is not essential for students to know:
Although it is important to learn major examples of boundary conflicts and internal disputes between culture groups and the causes of them, it is not necessary for students to learn examples from every country. While students should be aware of various economic, political, and military organizations that control Earth's surface such as OPEC, NATO, and AU, students do not need to know each of the member countries for each organization. The World Geography course is conceptual in nature and not organized around the accumulation of facts about various places. Student mastery is demonstrated by the ability to apply spatial concepts across multiple topics and for multiple places.

Social Studies Literacy Skills for the Twenty-First Century:

- Analyze and draw conclusions about the locations of places, the conditions at places, and the connections between places.

Assessment Guidelines:

Appropriate classroom assessments ***could*** require students to be able to:
Understand

- Interpret
- Exemplify
- Classify
- Summarize
- Infer
- Compare
- Explain

Or any verb from the **Remember** cognitive process dimension.

WORLD GEOGRAPHY

Standard WG - 7: The student will demonstrate an understanding of how cooperation and conflict among people influence the division and control of Earth's surface.

Enduring Understanding:
Earth is globally interdependent and locally controlled. Its territorial divisions are capable of cooperation or conflict. To analyze the reasons for and the results of Earth's territorial divisions, the student will…

Indicator:
WG – 7.3 Explain why political boundaries such as national borders or political districts change (e.g., those of historic imperial powers).

Taxonomy Level: Understand/Conceptual Knowledge - 2/B

Previous/future knowledge:
In 3rd grade, students explained the reasons for South Carolina's secession from the Union, including the abolitionist movement and the concept of states' rights (3-4.3). In 4th grade, students explained the purpose, location, and impact of key United States acquisitions in the first half of the nineteenth century, including the Louisiana Purchase, the Florida Purchase, the Oregon Treaty, the annexation of Texas, and the Mexican Cession (4-5.3). In 6th grade, students explained feudalism and its relationship to the development of European monarchies and nation-states (6-5.1). In 7th grade, students compared the differing ways that European nations developed political and economic influences, including trade and settlement patterns, on the continents of Asia, Africa, and the Americas (7-1.5), explained the causes and effects of the Spanish-American War as a reflection of American imperialist interests, including acquisitions, military occupations, and status as an emerging world power (7-3.7) and summarized the political and social impact of the collapse/dissolution of the Soviet Union and subsequent changes to European borders, including those of Russia and the Independent Republics, the Czech Republic, and Slovakia; the breakup of Yugoslavia; the reunification of Germany; and the birth of the European Union (EU) (7-6.1). In 8th grade, analyzed key issues that led to South Carolina's secession from the Union, including the nullification controversy and John C. Calhoun, the extension of slavery and the compromises over westward expansion, the Kansas-Nebraska Act, the Dred Scott decision, and the election of 1860 (8-4.3).
In World History, students will evaluate the consequences of the changing boundaries of kingdoms in Europe, Asia, Africa, and the Americas from the late fifteenth century through the sixteenth century (MWH – 2.1), explain the competition between European kingdoms for space and resources (MWH – 2.3) and explain the changing boundaries in Europe and Asia as a result of the competition between nation-states during the seventeenth and eighteenth centuries (MWH – 4.1).

It is essential for students to know:
The primary political division of Earth is by state sovereignty—a particular government is recognized by others as having supreme authority over a carefully delimited territory and the population and resources within that space. Regional alliances among nations for military, political, cultural, or economic reasons constitute examples of cooperation on Earth's surface. Over time, and for various reasons, these boundaries may change.

Students will explain the significance and challenges of formal political agreements in dividing and controlling space on Earth. They may examine the terms of political agreements and evaluate the lingering modern effects (e.g., Treaty of Versailles on the boundaries of Europe, the Louisiana Purchase on the boundaries of the U.S., the Berlin Conference of 1885 on African States).

Students will identify historical and modern examples of dividing and controlling space. They may compare and contrast the spatial extent and organizational structure of imperial powers and neocolonialism (e.g., Roman Empire, Han Dynasty, U.S. spheres of influence, multinational corporations, controlling energy sources to one's neighbors or global markets).

On a local or state level, students may investigate political redistricting on a decadal basis or redrawing school attendance zones and the resulting conflicts (e.g., gerrymandering).

It is not essential for students to know:
While it is important for students to know some major examples presently and throughout history, it is not essential for students to know all of the changes in political borders currently or throughout the course of history. The World Geography course is conceptual in nature and not organized around the accumulation of facts about various places. Student mastery is demonstrated by the ability to apply spatial concepts across multiple topics and for multiple places.

Social Studies Literacy Skills for the Twenty-First Century:

- Explain how groups work to challenge traditional institutions and effect change to promote the needs and interests of society.

Assessment Guidelines:

Appropriate classroom assessments ***could*** require students to be able to:
Understand
- Interpret
- Exemplify

- Classify
- Summarize
- Infer
- Compare
- Explain

Or any verb from the **Remember** cognitive process dimension.

WORLD GEOGRAPHY

Standard WG - 7: The student will demonstrate an understanding of how cooperation and conflict among people influence the division and control of Earth's surface.

Enduring Understanding:
Earth is globally interdependent and locally controlled. Its territorial divisions are capable of cooperation or conflict. To analyze the reasons for and the results of Earth's territorial divisions, the student will…

Indicator:
WG – 7.4 Explain how the size, shape, and relative location of a country or a nation can be an advantage or a disadvantage to it (e.g., the natural-resource potential of Russia as opposed to its ability to protect its immense landmass from outside aggression).

Taxonomy Level: Understand/Conceptual Knowledge - 2/B

Previous/future knowledge:
In 4th grade, students explained the purpose, location, and impact of key United States acquisitions in the first half of the nineteenth century, including the Louisiana Purchase, the Florida Purchase, the Oregon Treaty, the annexation of Texas, and the Mexican Cession (4-5.3). In 7th grade, students summarized the political and social impact of the collapse/dissolution of the Soviet Union and subsequent changes to European borders, including those of Russia and the Independent Republics, the Czech Republic, and Slovakia; the breakup of Yugoslavia; the reunification of Germany; and the birth of the European Union (EU) (7-6.1). In 8th grade, students explained how South Carolinians used their natural resources uniquely to gain economic prosperity, including settlement by and trade with the people of Barbados, rice and indigo planting, and the practice of Mercantilism (8-1.5).

In World History, students will evaluate the consequences of the changing boundaries of kingdoms in Europe, Asia, Africa, and the Americas from the late fifteenth century through the sixteenth century (MWH – 2.1), explain the competition between European kingdoms for space and resources (MWH – 2.3), explain the changing boundaries in Europe and Asia as a result od the competition between nation-states during the seventeenth and eighteenth centuries and (MWH – 4.1) analyze the ways that the responses of the governments of Britain, France, Germany, and Italy to the economic and political challenges of the 1920s and the 1930s contributed to the renewal of international hostilities in the years leading to World War II (MWH – 7.2).

It is essential for students to know:
Sovereign states have borders distinct from other states, a permanent population, full control over their internal affairs without outside interference, and territory. The shape, size, and relative location of this territory can be both advantageous and a disadvantage.

Indicator WG – 7.4

States shapes include compact, prorupt, elongated, perforated, and fragmented. A compact state approximates a circle (Botswana, Nicaragua) and is theoretically easier to govern (especially with a capital city in the center) as the distance is lessened between any two points in the territory. Prorupt states are compact with a large extension protruding from the main territory (Namibia, Democratic Republic of Congo). The proruption typically gives access to a resource (e.g.: Zambezi River for Namibia; Lake Erie for Pennsylvania). Elongated states are long and narrow (Malawi, Chile); the shape creates long distances and high transport costs that may isolate people at the extremes. Perforated states have other state territories within them (Lesotho inside South Africa; Vatican City inside Italy). The surrounded state must deal with the other state for all external affairs, potentially creating problems (e.g.: a black Lesotho government dealing with Apartheid/white-controlled South Africa). Fragmented states have two or more disconnected pieces of territory (Cabinda and Angola; Alaska and the United States); movement, settlement, and administration are made more difficult.

States vary in size from large states like Russia and Canada to small states like Vanuatu and San Marino. A large size is advantageous in that the potential for resources increases (but is not a given), but this also means that there is more territory to govern. Disparate culture groups in a large state may lead governance difficulties (e.g. USSR break-up into smaller states more ethnically homogenous).

Relative location is useful for Singapore (along busy shipping routes), but a hindrance for Bolivia (landlocked). Russia's northern location means that its northernmost ports are often frozen; Spain's Mediterranean location is useful for cash crop production (e.g.: grapes, citrus).

It is not essential for students to know:
Although students should minimally be aware of which region each sovereign state is located in, it is not necessary for students to know the exact location of each sovereign state. Although students do need to be able to identify the classified shape of a state if provided an example, it is not essential for students to identify the shape of a state if simply given the name of the state. It is not essential that students know the exact order of rank size of each of the sovereign states. The World Geography course is conceptual in nature and not organized around the accumulation of facts about various places. Student mastery is demonstrated by the ability to apply spatial concepts across multiple topics and for multiple places.

Social Studies Literacy Skills for the Twenty-First Century:

- Analyze and draw conclusions about the locations of places, the conditions at places, and the connections between places.

Assessment Guidelines:

Appropriate classroom assessments ***could*** require students to be able to:

Understand

- Interpret
- Exemplify
- Classify
- Summarize
- Infer
- Compare
- Explain

Or any verb from the **Remember** cognitive process dimension.

Standard WG - 7: The student will demonstrate an understanding of how cooperation and conflict among people influence the division and control of Earth's surface.

Enduring Understanding:
Earth is globally interdependent and locally controlled. Its territorial divisions are capable of cooperation or conflict. To analyze the reasons for and the results of Earth's territorial divisions, the student will…

Indicator:
WG – 7.5 Explain how a country's ambition to obtain foreign markets and resources can cause fractures and disruptions in the world (e.g., the energy needs of China in its emerging role in Africa).

Taxonomy Level: Understand/Conceptual Knowledge - 2/B

Previous/future knowledge:
In 3rd grade, students described the initial contact, cooperation, and conflict between the Native Americans and European settlers of South Carolina (3-2.3. In 4th grade, students summarized the relationships among the Native Americans, Europeans, and Africans, including the French and Indian Wars, the slave revolts, and the conduct of trade (4-2.4), and summarized how territorial expansion, related land policies, and specific legislation affected Native Americans, including the Northwest Ordinance of 1787 and the Indian Removal Act of 1830 (4-5.4). In 5th grade, students identified examples of conflict and cooperation between occupational and ethnic groups in the West, including miners, farmers, ranchers, cowboys, Mexican and African Americans, and European and Asian immigrants (5-2.3), summarized the reasons for the United States control of new territories as a result of the Spanish American War and the building of the Panama Canal, including the need for raw materials and new markets and competition with other world powers (5-3.5). In 7th grade, students compared the differing ways that European nations developed political and economic influences, including trade and settlement patterns, on the continents of Asia, Africa, and the Americas (7-1.5), explained the causes and effects of the Spanish-American War as a reflection of American imperialist interests, including acquisitions, military occupations, and status as an emerging world power (7-3.7) and summarized the political and social impact of the collapse/dissolution of the Soviet Union and subsequent changes to European borders, including those of Russia and the Independent Republics, the Czech Republic, and Slovakia; the breakup of Yugoslavia; the reunification of Germany; and the birth of the European Union (EU) (7-6.1).
In World History, students will explain the competition between European kingdoms for space and resources (MWH – 2.3), explain the changing boundaries in Europe and Asia as a result od the competition between nation-states during the seventeenth and eighteenth centuries and (MWH – 4.1) analyze the ways that the responses of the governments of Britain, France,

Germany, and Italy to the economic and political challenges of the 1920s and the 1930s contributed to the renewal of international hostilities in the years leading to World War II (MWH – 7.2).

It is essential for students to know:
Events of the twentieth century illustrate that the division of Earth's surface among different groups pursuing diverse goals continues unabated at all scales of human activity. World wars, regional wars, civil wars, terrorist attacks, and urban riots often are manifestations of the intensity of feeling humans hold for the right to divide and own Earth according to their particular perceptions and values. Traditionally, most territorial disputes have been over the land surface, but with the increasing value of resources in the ocean and even outer space, political division of these spaces has become a topic of international debate. Cooperation and conflict will occur in all of these spatial contexts.

Students will analyze the impacts of regional alliances intended for political, military, cultural, or economic division and control (e.g., the political integration of the EU countries; the military division of the Korean Peninsula; the cultural impact of Quebec; the economic impact of NAFTA).

Students will describe the functions of the United Nations and its specialized agencies in dealing with various global issues (e.g., peacekeeping, disease prevention, emergency aid, climate change, education).

Students will analyze how cooperation influences the development and control of cultural, economic, and political entities on Earth's surface. Students may identify and analyze the effects of cooperation in controlling territories (e.g., Antarctica is governed by an international treaty for scientific purposes; Great Lakes environmental issues are cooperatively managed by the United States and Canada; UN Heritage sites are cooperatively maintained by the UN and host countries; local land use policies are developed to promote cooperation; regional airport and port zones result in cooperation).

Students will describe cooperation that focuses on solving human and environmental issues. They may examine articles, maps, and media reports to describe the ways that countries, states and agencies cooperate to solve contemporary issues (e.g., migration across borders; pollution in rivers that cross borders; international currency and banking exchanges; travel and tourism; Interpol).

It is not essential for students to know:
Although is important for students to know the global political and economic alliances and why they were formed, it is not essential for students to know each individual member country of

each alliance. The World Geography course is conceptual in nature and not organized around the accumulation of facts about various places. Student mastery is demonstrated by the ability to apply spatial concepts across multiple topics and for multiple places.

Social Studies Literacy Skills for the Twenty-First Century:

- Analyze and draw conclusions about the locations of places, the conditions at places, and the connections between places.

Assessment Guidelines:

Appropriate classroom assessments ***could*** require students to be able to:
Understand

- Interpret
- Exemplify
- Classify
- Summarize
- Infer
- Compare
- Explain

Or any verb from the **Remember** cognitive process dimension.

WORLD GEOGRAPHY

Standard WG - 7: The student will demonstrate an understanding of how cooperation and conflict among people influence the division and control of Earth's surface.

Enduring Understanding:
Earth is globally interdependent and locally controlled. Its territorial divisions are capable of cooperation or conflict. To analyze the reasons for and the results of Earth's territorial divisions, the student will…

Indicator:
WG – 7.6 Analyze how globalization affects different functions of citizenship (e.g., the need for only one passport for members of the European Union).

Taxonomy Level: Analyze/Conceptual Knowledge - 4/B

Previous/future knowledge:
In 1st grade, students identified the ways that families and communities in America and around the world cooperate and compromise with one another in order to obtain goods and services to meet their needs and wants (1-4.3). In 7th grade, students compared the differing ways that European nations developed political and economic influences, including trade and settlement patterns, on the continents of Asia, Africa, and the Americas (7-1.5) and summarized the political and social impact of the collapse/dissolution of the Soviet Union and subsequent changes to European borders, including those of Russia and the Independent Republics, the Czech Republic, and Slovakia; the breakup of Yugoslavia; the reunification of Germany; and the birth of the European Union (EU) (7-6.1). In 8th grade, students summarized key economic issues in present-day South Carolina, including the decline of the textile industry, the state's continuing right-to-work status, the changes in agricultural emphasis, and the growing globalization and foreign investment (8-7.4).
In World History, students will evaluate the benefits and costs of increasing worldwide trade and technological growth, including the movement of people and products, the growth of multinational corporations, the increase in environmental concerns, and the increase in cultural exchanges (MWH – 8.7). In U.S. History, students will summarize key political and economic issues of the last twenty-five years, including continuing dependence on foreign oil; trade agreements and globalization; health and education reforms; increases in economic disparity and recession; tax policy; the national surplus, debt, and deficits; immigration; presidential resignation/impeachment; and the elections of 2000 and 2008 (USHC – 8.5).

It is essential for students to know:
Globalization is the increasing interconnectedness of different parts of the world resulting in the expansion of cultural, economic, and political activities so that they become worldwide in scope and impact due to technological advances in communication and transportation.

Globalization has the potential to form new conceptions of citizenship. In a unified European economic system, travel among member states can be eased with a passport of common design. In this sense one may think of themselves as European rather than French, Dutch, or Czech. There are multiple layers of citizenship for people living within supranational regions. Students will explain that a person living in a community is also a citizen of different layers of regions (e.g., the resident of Barcelona, Spain is also a citizen of Catalonia, Spain, the European Union, and Europe, with each role being different; through the day and week a person is a member of a home, school, workplace, shopping center, Internet community).

Students also will explain the reasons for the changing membership and individual citizenship roles of the regional and global supranational organizations (e.g., countries joining the European Union for economic reasons; plans for membership growth in the Free Trade Agreement of the Americas; regional variation in support of and opposition to supranationalistic memberships), and compare and contrast the membership requirements and responsibilities of various supranational organizations (e.g., issues for prospective European Union member states may include human rights laws, democratic procedures of how political bodies and positions are elected, economic solvency).

Students will explain globalization's impact on common ideals for people in all regions (e.g., quality of life; sustainability; food security, international cooperation; global investments to improve health care).

On a local scale, students will identify the spatial boundaries in which civic participation takes place (home, school, neighborhood, etc.). They may compare and contrast how citizenship responsibilities change as we move from one spatial boundary to another (e.g., helping to clean their home, participation in a school beautification project, becoming a member of a service club in the community, recycling).

It is not essential for students to know:
It is not essential for students to know each of the various regions that different locations are a part of, but rather to understand that someone who lives in a particular location is a member of multiple different regions simultaneously. The World Geography course is conceptual in nature and not organized around the accumulation of facts about various places. Student mastery is demonstrated by the ability to apply spatial concepts across multiple topics and for multiple places.

Social Studies Literacy Skills for the Twenty-First Century:

- Trace and describe continuity and change across cultures.

Assessment Guidelines:

Appropriate classroom assessments ***could*** require students to be able to:

Analyze

- Differentiate
- Organize
- Attribute

Or any verb from the **Apply**, **Understand** or **Remember** cognitive process dimension.

Standard WG - 8: The student will demonstrate an understanding of how human actions modify the physical environment; how physical systems affect human systems; and how resources change in meaning, use, distribution, and importance.

Enduring Understanding:
Human modifications to the environment result in consequences that often have ethical, physical, and political implications. To analyze and synthesize information to solve such problems and answer questions related to them, the student will…

Indicator:
WG – 8.1 Evaluate the ways in which technology has expanded the human capability to modify the physical environment both locally and globally (e.g., the risks and benefits associated with how the petroleum industry uses offshore drilling).

Taxonomy Level: Evaluate/Conceptual Knowledge - 5/B

Previous/future knowledge:
In 5th grade, students summarized how technologies (such as railroads, the steel plow and barbed wire), federal policies (such as subsidies for the railroads and the Homestead Act), and access to natural resources affected the development of the West (5-2.2). In 6th grade, students explained the emergence of agriculture and its effect on early human communities, including the domestication of plants and animals, the impact of irrigation techniques, and subsequent food surpluses (6-1.2). In 7th grade, students explained the significance and impact of the information, technological, and communications revolutions, including the role of television, satellites, computers, and the Internet (7-6.5).

In World History, students will identify the major technological and social characteristics of the Industrial Revolution (MWH – 5.3) and evaluate the benefits and costs of increasing worldwide trade and technological growth, including the movement of people and products, the growth of multinational corporations, the increase in environmental concerns, and the increase in cultural exchanges (MWH – 8.7). In Economics, students will summarize how differing factor endowments – such as geography, the development of technology, and the abundance of labor – affect the goods and services in which a nation specializes (ECON – 4.1).

It is essential for students to know:
Many of the important issues facing modern society are the result of human modifications of the physical environment. Some of these modifications are intended and positive; others unintended and negative. These changes have political, economic, and social implications at all scales, from the global to local. Therefore, the geographically informed person must understand the reasons

for and the consequences of human modifications of the environment in different parts of the world and how they impact human behavior.

Students will identify ways in which humans modify the physical environment. For example, they may use maps, aerial photographs, and graphs to illustrate change in the physical environment of the local community or region due to the development of agriculture, transportation networks, urban growth, and/or the introduction of new plant and animal species.

Students will explain how the human-induced changes in one place can affect the physical environment in other places. They may investigate how the construction of dams and levees on rivers in one region affects places downstream (e.g., water availability for human consumption and agriculture, flood control, electricity generation, aquatic and riparian ecosystems).

Students also will illustrate and explain the spatial consequences, deliberate and inadvertent, of human activities that have global implications (e.g., dispersal of plant and animal species, fungi and disease worldwide; global petroleum production, transport, and consumption; global climate change).

Importantly, people use technology to get what they need from the physical environment. Students will investigate the environmental consequences of both intended and unintended outcomes of major technological changes in human history (e.g., use of steel plows in agricultural expansion, coal-fired power plants and industry, use of petroleum to power automobiles, nuclear waste and potential hazards of nuclear power plants).

Students also will evaluate the ways in which technology has expanded the scale of human modification of the physical environment. For example, they may evaluate how the technologies used in petroleum production and transportation have expanded the scale of the industry from local or regional to global over the last century (e.g., offshore oil drilling, oil sands, supertankers, pipelines).

Students will analyze the consequences of humans changing the physical environment: the environmental effects of human actions on the atmosphere (e.g., urban heat islands, global climate change, ozone depletion), lithosphere (e.g., land degradation and erosion, soil salinization and acidification), hydrosphere (e.g., surface and groundwater pollution, desiccation, saltwater intrusion, ocean pollution), and biosphere (e.g., deforestation, grassification, desertification, reduced biodiversity). They will also identify possible solutions for a human-caused environmental problem, such as acid rain (e.g., coal with lower sulfur content, scrubbers on smokestacks, energy efficient blast furnaces, use of alternative energies) or urban heat islands (e.g., green roof construction, increased public transportation, energy efficient buildings).

It is not essential for students to know:
While it is important to learn examples of how technology has expanded the human capability to modify the physical environment both locally and globally, it is not essential that students know each local and global example for all areas of the world. The World Geography course is conceptual in nature and not organized around the accumulation of facts about various places. Student mastery is demonstrated by the ability to apply spatial concepts across multiple topics and for multiple places.

Social Studies Literacy Skills for the Twenty-First Century:

- Represent and interpret Earth's physical and human systems by using maps, mental maps, geographic models, and other social studies resources to make inferences and draw conclusions.

Assessment Guidelines:

Appropriate classroom assessments ***could*** require students to be able to:

Evaluate

- Check
- Critique

Or any verb from the **Apply**, **Analyze**, **Understand** or **Remember** cognitive process dimension.

Standard WG - 8: The student will demonstrate an understanding of how human actions modify the physical environment; how physical systems affect human systems; and how resources change in meaning, use, distribution, and importance.

Enduring Understanding:
Human modifications to the environment result in consequences that often have ethical, physical, and political implications. To analyze and synthesize information to solve such problems and answer questions related to them, the student will…

Indicator:
WG – 8.2 Compare how human modification of the physical environment varies from one region to another and may require different human responses (e.g., the resettlement of Chinese villages in response to the Three Gorges Dam).

Taxonomy Level: Understand/Conceptual Knowledge - 2/B

Previous/future knowledge:
In 1st grade, students compared ways that people use land and natural resources in different settings around the world (1-1.4). In 2nd grade, students summarized changes that have occurred in the local community over time, including changes in the use of land and in the way people earn their living (2-1.4). In 3rd grade, students explained interactions between people and the physical landscape of South Carolina over time, including the effects on population distribution, patterns of migration, access to natural resources, and economic development (3-1.3). In 4th grade, students compared the everyday life, physical environment, and culture of the major Native American cultural groupings (4-1.2). In 5th grade, students analyzed the geographic and economic factors that influenced westward expansion and the ways that these factors affected travel and settlement, including physical features of the land; the climate and natural resources; and land ownership and other economic opportunities (5-2.1) and summarized how technologies (such as railroads, the steel plow and barbed wire), federal policies (such as subsidies for the railroads and the Homestead Act), and access to natural resources affected the development of the West (5-2.2). In 6th grade, students explained the emergence of agriculture and its effect on early human communities, including the domestication of plants and animals, the impact of irrigation techniques, and subsequent food surpluses (6-1.2). In 8th grade, students compared the plight of farmers in South Carolina with that of farmers throughout the United States, including the problems of overproduction, natural disasters, and sharecropping (8-5.6).

In Economics, students will summarize how differing factor endowments – such as geography, the development of technology, and the abundance of labor – affect the goods and services in which a nation specializes (ECON – 4.1).

It is essential for students to know:
To survive, people depend on the physical environment. They adapt and modify it to suit their changing needs to meet life's necessities. In the process, they bring knowledge and technology to bear on physical systems. Alterations to the balance of nature have brought economic prosperity to some areas at some times and created environmental crises in others. Resulting modifications that vary in scope, scale, and duration often place enormous demands on the capacity of physical systems to absorb and accommodate such changes.

Students will investigate ways in which human systems develop in response to conditions in the physical environment. They may compare and contrast agricultural production systems in different environmental regions (e.g., terraced farming, aquifer irrigation, slash and burn plots) as examples of adaptation. Students can predict how societies adapt to reduced capacity in the physical environment by examining historical examples (e.g., migration, limiting population growth, building aqueducts and cisterns).

Students will explain and evaluate examples of strategies people use to take advantage of opportunities in the physical environment, such as the advantages and disadvantages of dam construction (e.g., Aswan Dam, Three Gorges Dam, Glen Canyon Dam). They will explain how human activities are limited by landforms such as flood plains, deltas, mountains, and slopes in choices of land use (e.g., agriculture, human settlement, transportation networks).

Students will analyze the concept of "limits to growth" to suggest ways to adapt to or overcome the restrictions imposed on human systems by physical systems. They may identify physical environments in which limits to growth are significant (e.g., extremely cold, arid, or tropical climates and mountainous or coastal environments), describe the conditions that may threaten humans in these environments (e.g., rises in population that place pressure on marginal areas), and then develop plans to alleviate such stresses.

Students will predict how changes in the physical environment can cause major societal disruptions among populations at a variety of scales. They will compare historical and/or contemporary case studies in which changes in the physical environment reduced the environment's ability to support human populations and resulted in societal disruption (e.g., the Dust Bowl, the Irish potato famine, the African Sahel, salinization of soil in California's Central Valley).

It is not essential for students to know:
It is not essential for students to learn all of the ways humans have adapted to the physical environment by comparing and contrasting agricultural production systems in different environmental regions of the world. It is not essential for students to know all of the individual ways that humans have adapted to or changed their physical environment, but rather be able to

provide various global and local examples. The World Geography course is conceptual in nature and not organized around the accumulation of facts about various places. Student mastery is demonstrated by the ability to apply spatial concepts across multiple topics and for multiple places.

Social Studies Literacy Skills for the Twenty-First Century:

- Analyze and draw conclusions about the locations of places, the conditions at places, and the connections between places.

Assessment Guidelines:

Appropriate classroom assessments ***could*** require students to be able to:
Understand

- Interpret
- Exemplify
- Classify
- Summarize
- Infer
- Compare
- Explain

Or any verb from the **Remember** cognitive process dimension.

Standard WG - 8: The student will demonstrate an understanding of how human actions modify the physical environment; how physical systems affect human systems; and how resources change in meaning, use, distribution, and importance.

Enduring Understanding:
Human modifications to the environment result in consequences that often have ethical, physical, and political implications. To analyze and synthesize information to solve such problems and answer questions related to them, the student will…

Indicator:
WG – 8.3 Explain the ways in which individuals and societies mitigate the effects of hazards and adapt to them as part of their environment (e.g., the earthquake and subsequent nuclear disaster in Japan).

Taxonomy Level: Understand/Conceptual Knowledge - 2/B

Previous/future knowledge:
In 5th grade, students analyzed the geographic and economic factors that influenced westward expansion and the ways that these factors affected travel and settlement, including physical features of the land; the climate and natural resources; and land ownership and other economic opportunities (5-2.1). In 7th grade, students summarized the dangers to the natural environment that are posed by population growth, urbanization, and industrialization, including global influences on the environment and the efforts by citizens and governments to protect the natural environment (7-6.6). In 8th grade, students compared the plight of farmers in South Carolina with that of farmers throughout the United States, including the problems of overproduction, natural disasters, and sharecropping (8-5.6).

In Economics, students will summarize how differing factor endowments – such as geography, the development of technology, and the abundance of labor – affect the goods and services in which a nation specializes (ECON – 4.1).

It is essential for students to know:
Humans employ evolving technologies when possible to reduce the negative effects of physical systems on human activities. However, there are trade-offs that result in unintended consequences. Dam building to control river flooding is a case in point. In some parts of the world, it has produced diminished soil replenishment, increased water salinity, and riverbank erosion. Natural hazards such as hurricanes, tornadoes, and earthquakes also take their toll despite early warning systems, improved building design, and public education programs.

Students will describe and locate environmental hazards in the physical environment. For example, they may map the locations of occurrences of tornadoes, earthquakes, and hurricanes in the United States and overlay a map of population density and identify locations where people and hazards are both located.

Students will identify the physical environmental conditions that create or result in different natural hazards (e.g., plate tectonics causing earthquakes, sea surface temperatures contributing to hurricane development in the Atlantic, extreme cold fronts in thunderstorms spawning tornadoes).

Students will identify how people change their behaviors in response to environmental hazards (e.g., knowing evacuation routes, building a storm shelter, practicing earthquake or tornado drills).

Students will explain the ways in which individuals and societies hold varying perceptions of environmental hazards in different environments and how they determine levels of living with acceptable risk. For example, they may use flood maps to determine where and why people have decided on different levels of acceptable risk for different land uses (e.g., farmland versus an airport or a residential area) or explain how hurricanes in the Gulf of Mexico and Atlantic coast impact beaches, buildings, and daily human activities (including the economics of insurance, rebuilding, and lifestyle choices).

It is not essential for students to know:
While it is important to be able to identify the physical environmental conditions that create or result in different natural hazards, it is not essential for students to recall all previous occurring natural hazards around the world. It is not essential for students to know each way that individuals and societies respond to and perceive environmental hazards, but be able to provide examples of how people in different societies react and respond. The World Geography course is conceptual in nature and not organized around the accumulation of facts about various places. Student mastery is demonstrated by the ability to apply spatial concepts across multiple topics and for multiple places.

Social Studies Literacy Skills for the Twenty-First Century:

- Analyze and draw conclusions about the locations of places, the conditions at places, and the connections between places.

Assessment Guidelines:

Appropriate classroom assessments ***could*** require students to be able to:

Understand

- Interpret
- Exemplify
- Classify
- Summarize
- Infer
- Compare
- Explain

Or any verb from the **Remember** cognitive process dimension.

Standard WG - 8: The student will demonstrate an understanding of how human actions modify the physical environment; how physical systems affect human systems; and how resources change in meaning, use, distribution, and importance.

Enduring Understanding:
Human modifications to the environment result in consequences that often have ethical, physical, and political implications. To analyze and synthesize information to solve such problems and answer questions related to them, the student will…

Indicator:
WG – 8.4 Analyze the relationships between the spatial distribution of humans and resources (e.g., the positive and negative consequences of resource use as exemplified by the shrinking of the Aral Sea).

Taxonomy Level: Analyze/Conceptual Knowledge - 4/B

Previous/future knowledge:
In 1st grade, students compared ways that people use land and natural resources in different settings around the world (1-1.4). In 3rd grade, students explained interactions between people and the physical landscape of South Carolina over time, including the effects on population distribution, patterns of migration, access to natural resources, and economic development (3-1.3). In 5th grade, students analyzed the geographic and economic factors that influenced westward expansion and the ways that these factors affected travel and settlement, including physical features of the land; the climate and natural resources; and land ownership and other economic opportunities (5-2.1) and summarized how technologies (such as railroads, the steel plow and barbed wire), federal policies (such as subsidies for the railroads and the Homestead Act), and access to natural resources affected the development of the West (5-2.2). In 7th grade, students summarized the dangers to the natural environment that are posed by population growth, urbanization, and industrialization, including global influences on the environment and the efforts by citizens and governments to protect the natural environment (7-6.6).

In World History, students will evaluate the benefits and costs of increasing worldwide trade and technological growth, including the movement of people and products, the growth of multinational corporations, the increase in environmental concerns, and the increase in cultural exchanges (MWH – 8.7). In Economics, students will explain why the productive resources of land, labor, and capital are limited (ECON – 1.2) and summarize how differing factor endowments – such as geography, the development of technology, and the abundance of labor – affect the goods and services in which a nation specializes (ECON – 4.1).

It is essential for students to know:

A resource is any physical material constituting part of Earth which people need and value. Three basic resources – land, water, and air – are essential to survival. Any natural material becomes a resource when humans value it. A resource is a cultural concept; therefore, uses and values change from culture to culture and over time. Thus, the geographically informed person must develop an understanding of this cultural concept and the changes in the spatial distribution, quantity, and quality of resources at any given time and location. The characteristics and quantity of a resource are determined by whether it is a renewable, nonrenewable, or flow resource. Renewable resources can be replenished if their environment remains intact. Nonrenewable resources can be extracted and used only once. Flow resources, such as water, wind, and sunlight, must be used when and where they occur because they are neither renewable nor nonrenewable.

Students will identify the characteristics of renewable, nonrenewable, and flow resources and identify examples of how cultures differ in their demand and use of resources. For example, students may discuss examples of resources that have been highly valued in one period but less valued in another (e.g., the use of salt and spices for the preservation of food before refrigeration, freezing, and dehydration; the rejection of petroleum as a nuisance product known as ground oil before the invention of the internal combustion engine).

Students will describe how changing technologies that have lead to globalization can affect the development and use of resources. For example, they may discuss why mass consumption associated with globalization requires enormous amounts of natural resources worldwide (e.g., China's emergence as the world's largest consumer of coal and cars; India's growing car culture and emergence as a consumer-oriented society).

Students will identify the locations of examples of each type of resource, describe how patterns of settlement are associated with the location of resources (e.g., the organization of farming activities around agglomerated settlements in Southeast Asia; the spatial arrangement of villages, town and cities in the North American corn belt), and describe how settlement patterns are altered as a result of the depletion of human resources (e.g., the shrinking of the Aral Sea, the expanding African Sahel, oil boomtowns in Russia or Alaska).

It is not essential for students to know:
It is not essential that students know what resources each country of the world has within their borders. It is not essential that students learn all of the resources of the world and the locations of where each resource may be found in abundance. The World Geography course is conceptual in nature and not organized around the accumulation of facts about various places. Student mastery is demonstrated by the ability to apply spatial concepts across multiple topics and for multiple places.

Social Studies Literacy Skills for the Twenty-First Century:

- Analyze and draw conclusions about the locations of places, the conditions at places, and the connections between places.

Assessment Guidelines:

Appropriate classroom assessments ***could*** require students to be able to:

Analyze

- Differentiate
- Organize
- Attribute

Or any verb from the **Apply**, **Understand** or **Remember** cognitive process dimension.

Standard WG - 8: The student will demonstrate an understanding of how human actions modify the physical environment; how physical systems affect human systems; and how resources change in meaning, use, distribution, and importance.

Enduring Understanding:
Human modifications to the environment result in consequences that often have ethical, physical, and political implications. To analyze and synthesize information to solve such problems and answer questions related to them, the student will…

Indicator:
WG – 8.5 Analyze policy decisions regarding the use of resources in different regions of the world, including how the demand for resources impacts economies, population distribution, and the environment.

Taxonomy Level: Analyze/Conceptual Knowledge - 4/B

Previous/future knowledge:
In 3rd grade, students explained interactions between people and the physical landscape of South Carolina over time, including the effects on population distribution, patterns of migration, access to natural resources, and economic development (3-1.3). In 5th grade, students analyzed the geographic and economic factors that influenced westward expansion and the ways that these factors affected travel and settlement, including physical features of the land; the climate and natural resources; and land ownership and other economic opportunities (5-2.1) and summarized how technologies (such as railroads, the steel plow and barbed wire), federal policies (such as subsidies for the railroads and the Homestead Act), and access to natural resources affected the development of the West (5-2.2). In 7th grade, students summarized the dangers to the natural environment that are posed by population growth, urbanization, and industrialization, including global influences on the environment and the efforts by citizens and governments to protect the natural environment (7-6.6).

In World History, students will evaluate the benefits and costs of increasing worldwide trade and technological growth, including the movement of people and products, the growth of multinational corporations, the increase in environmental concerns, and the increase in cultural exchanges (MWH – 8.7). In Economics, students will explain why the productive resources of land, labor, and capital are limited (ECON – 1.2) and summarize how differing factor endowments – such as geography, the development of technology, and the abundance of labor – affect the goods and services in which a nation specializes (ECON – 4.1).

It is essential for students to know:

Resource location influences the distribution of people and their activities. People settle where they can make a living and where the resources they need are available – fertile soils, potable water, fuel sources, and adequate building materials. The patterns of population distribution resulting from the relationship between resources and employment change as needs and technologies change. New technology alters how people appraise resources, influences where they live and work, and determines how economic systems adapt. It is essential that students have a solid grasp of the different categories of resources, why they are valued, why they are the cause of fierce competition among countries, and how resources are distributed across Earth's surface. In addition, they must recognize that maintaining renewable resources at a sustainable level is a global responsibility. Sustainability is the wise human use of resources designed to reduce stress on the physical environment.

Students will identify strategies developed at the local level that support an equitable and socially efficient allocation of resources. They may describe the benefits of community programs designed to curb pollution and conserve resources (e.g., reusing and recycling paper and plastic grocery bags in local supermarkets and food distribution centers; setting up collection centers for used computers, broken microwaves, and obsolete television sets). They will also inventory the advantages and disadvantages of recycling and reusing materials made from resources that people value.

Students will identify how humans can use technology to prolong the use of nonrenewable resources and utilize flow resources (e.g.: the development and use of technological advances, such as hybrid engines in cars, can extend the supply of nonrenewable resources).

Students should recognize that there are costs and not just benefits to using a particular resource. They may evaluate the costs and benefits of using various types of renewable, nonrenewable, and flow resources, ranking them based on various criteria, such as availability, sustainability, pollution, and expense.

It is not essential for students to know:
While it is important for students to learn about strategies developed at the local level that supports an equitable and socially efficient allocation of resources, it is not essential that students learn all of the strategies in various regions of the world. It is not essential for students to learn all of the policy decisions regarding the use of resources in different regions of the world. The World Geography course is conceptual in nature and not organized around the accumulation of facts about various places. Student mastery is demonstrated by the ability to apply spatial concepts across multiple topics and for multiple places.

Social Studies Literacy Skills for the Twenty-First Century:

- Analyze how a scarcity of productive resources affects economic choices.

Assessment Guidelines:

Appropriate classroom assessments ***could*** require students to be able to:

Analyze

- Differentiate
- Organize
- Attribute

Or any verb from the **Apply**, **Understand** or **Remember** cognitive process dimension.