

High School Geography



Prioritized Standards and Instructional Units 2022-2023

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Unit/Bundle 1: Intro to Geography

Pacing Guide:

Semester Schools: 5-6 weeks

Block Schools: 2-3 weeks

Length	3-4 weeks 1-2 weeks	<p>Compelling Questions: How can Geography help the world?</p>
		<p>Supporting Questions: How do physical processes shape Earth’s surface?</p> <ul style="list-style-type: none"> ● Why is climate important to life on Earth? ● How do the characteristics and distributions of human populations affect human and physical systems? ● How does where you live influence how you live? ● What are the major religions of the world? ● What makes a community urban, suburban, or rural? ● What are the advantages and disadvantages of living in urban, suburban, or rural communities? ● What factors would cause a community to move from its location? ● How does Kentucky fit into the five themes of geography?

Standard:	Priority or Supporting:
<p>Questioning HS. (C, E, G, UH, WH) I.Q.1 Generate compelling questions to frame thinking, inquiry and/or understanding of key civics, economics, geography, U.S. history and world history concepts.</p>	Supporting
<p>HS (C, E, G, UH, WH) I.Q.2 Generate supporting questions to develop knowledge, understanding and/or thinking relative to key civics, economics, geography, U.S. history and world history concepts framed by compelling questions.</p>	Supporting
<p>HS.G.GR.1 Interpret the relationships among human and physical patterns and processes at local, national and global scales.</p>	Supporting
<p>HS.G.GR.2 Analyze how environmental factors influence population distributions from place to place.</p>	Supporting
<p>HS.G.MM.1 Analyze how cultural, economic and environmental factors contribute to migration patterns and population distribution at multiple scales.</p>	Supporting

HS.G.MM.2 Evaluate reasons for the spatial distribution of human populations at different scales on Earth’s surface.	Supporting
HS.G.HI.1 Analyze how the forces of cooperation and conflict within and among people, nations and empires influence the division and control of Earth’s surface and resources.	Supporting
Using Evidence HS (C, E, G, UH, WH) I.UE.1 Evaluate the credibility of multiple sources representing a variety of perspectives relevant to compelling and/or supporting questions in civics, economics, geography, U.S. history, and world history.	Supporting
HS (C, E, G, UH, WH) I.UE.2 Gather information and evidence from credible sources representing a variety of perspectives relevant to compelling and/or supporting questions in civics, economics, geography, U.S. history, and world history.	Priority
HS (C, E, G, UH, WH) I.UE.3 Use appropriate evidence to construct and revise claims and counterclaims relevant to compelling and/or supporting questions in civics, economics, geography, U.S. history, and world history.	Supporting
Communicating Conclusions HS (C, E, G, UH, WH) I.CC.1 Engage in civil discussion, reach consensus when appropriate and respect diverse opinions relevant to compelling and/or supporting questions in civics, economics, geography, U.S.history and world history. -	Supporting
HS (C, E, G, UH, WH) I.CC.2 Engage in disciplinary thinking and construct arguments, explanation or public communications relevant to compelling and/or supporting questions in civics, economics, geography, U.S. history and world history.	Priority
HS (C, E, G, UH, WH) I.CC.3 Engage in disciplinary thinking and apply appropriate evidence to propose a solution or design an action plan relevant to compelling and/or compelling questions in civics, economics, geography, U.S. history and world history.	Supporting

https://education.ky.gov/curriculum/standards/kyacadstand/Documents/High_School_Disciplinary_Clarifications.pdf

Unit/Bundle 2: North America

Pacing Guide:

Semester Schools: 6 weeks

Block Schools: 3 weeks

Length	3-4 weeks 1-2 weeks	<p>Compelling Questions: How do people shape a place?</p>
		<p>Supporting Questions: What is the role of colonization in this region?</p> <ul style="list-style-type: none"> ● What are push and pull factors for immigration? ● Is the US a melting pot? ● What role does democracy play in North America? ● What has allowed North America to become a highly developed region in such a short amount of time? ● What are the socio-economic factors that affect people in North America? ● What immigration issues and challenges does the US face today?

Standard:	Priority or Supporting:
<p>Questioning HS. (C, E, G, UH, WH) I.Q.1 Generate compelling questions to frame thinking, inquiry and/or understanding of key civics, economics, geography, U.S. history and world history concepts.</p>	Supporting
<p>HS (C, E, G, UH, WH) I.Q.2 Generate supporting questions to develop knowledge, understanding and/or thinking relative to key civics, economics, geography, U.S. history and world history concepts framed by compelling questions.</p>	Priority
<p>HS.G.HI.3 Explain how people create natural and cultural regions to interpret Earth's complexity.</p>	Supporting
<p>HS.G.MM1 Analyze how cultural, economic, and environmental factors contribute to migration patterns and population distribution at multiple scales.</p>	Supporting
<p>HS.G.KGE.1 Explain how Kentuckians view sense of place differently based on cultural and environmental characteristics of varying regions of the state.</p>	Supporting
<p>HS.G.KGE.2 Explain how the geography of Kentucky influences the development of the state.</p>	Supporting
<p>HS.G.MM.2 Evaluate reasons for the spatial distribution of human populations at different scales on Earth's surface.</p>	Supporting

HS.G.HI.1 Analyze how the forces of cooperation and conflict within and among people, nations and empires influence the division and control of Earth’s surface and resources.	Supporting
HS.G.GR.1 Interpret the relationships among human and physical patterns and processes at local, national and global scales.	Supporting
HS.C.PR.4 Compare the domestic and foreign policies of the United States and other countries.	Supporting
HS.E.MI.3 Analyze the roles of product and factor markets.	Supporting
Using Evidence HS (C, E, G, UH, WH) I.UE.1 Evaluate the credibility of multiple sources representing a variety of perspectives relevant to compelling and/or supporting questions in civics, economics, geography, U.S. history, and world history.	Priority
HS (C, E, G, UH, WH) I.UE.2 Gather information and evidence from credible sources representing a variety of perspectives relevant to compelling and/or supporting questions in civics, economics, geography, U.S. history, and world history.	Supporting
HS (C, E, G, UH, WH) I.UE.3 Use appropriate evidence to construct and revise claims and counterclaims relevant to compelling and/or supporting questions in civics, economics, geography, U.S. history, and world history.	Supporting
Communicating Conclusions HS (C, E, G, UH, WH) I.CC.1 Engage in civil discussion, reach consensus when appropriate and respect diverse opinions relevant to compelling and/or supporting questions in civics, economics, geography, U.S.history and world history. -	Priority
HS (C, E, G, UH, WH) I.CC.2 Engage in disciplinary thinking and construct arguments, explanation or public communications relevant to compelling and/or supporting questions in civics, economics, geography, U.S. history and world history.	Supporting
HS (C, E, G, UH, WH) I.CC.3 Engage in disciplinary thinking and apply appropriate evidence to propose a solution or design an action plan relevant to compelling and/or compelling questions in civics, economics, geography, U.S. history and world history.	Supporting

https://education.ky.gov/curriculum/standards/kyacadstand/Documents/High_School_Disciplinary_Clarifications.pdf

Unit/Bundle 3: Latin America & South America

Pacing Guide:

Semester Schools: 5-6 weeks

Block Schools: 2-3 weeks

Length	3-4 weeks 1-2 weeks	Compelling Questions: What leads to uneven development?
		Supporting Questions: What is political, cultural, and economic development? <ul style="list-style-type: none"> ● What are push and pull factors for immigration? ● What are the challenges of urbanization? ● How did colonization impact Central America and the Caribbean? ● How does cultural diversity play a role in South America? ● What is fair trade? ● What are the costs and benefits of fair trade?

Standard:	Priority or Supporting:
Questioning HS. (C, E, G, UH, WH) I.Q.1 Generate compelling questions to frame thinking, inquiry and/or understanding of key civics, economics, geography, U.S. history and world history concepts.	Priority

HS (C, E, G, UH, WH) I.Q.2 Generate supporting questions to develop knowledge, understanding and/or thinking relative to key civics, economics, geography, U.S. history and world history concepts framed by compelling questions.	Supportive
HS.G.HE.2 Analyze how human settlements are influenced by or influence the relationship between people and the environment.	Supporting
HS.G.MM.1 Analyze how cultural, economic and environmental factors contribute to migration patterns and population distribution at multiple scales.	Supporting
HS.G.MM.2 Evaluate reasons for the spatial distribution of human populations at different scales on Earth’s surface.	Supporting
HS.G.HI.1 Analyze how the forces of cooperation and conflict within and among people, nations and empires influence the division and control of Earth’s surface and resources.	Supporting
HS.G.GR.1 Interpret the relationships among human and physical patterns and processes at local, national and global scales.	Supporting
HS.C.PR.4 Compare the domestic and foreign policies of the United States and other countries.	Supporting
Using Evidence HS (C, E, G, UH, WH) I.UE.1 Evaluate the credibility of multiple sources representing a variety of perspectives relevant to compelling and/or supporting questions in civics, economics, geography, U.S. history, and world history.	Supporting
HS (C, E, G, UH, WH) I.UE.2 Gather information and evidence from credible sources representing a variety of perspectives relevant to compelling and/or supporting questions in civics, economics, geography, U.S. history, and world history.	Supporting
HS (C, E, G, UH, WH) I.UE.3 Use appropriate evidence to construct and revise claims and counterclaims relevant to compelling and/or supporting questions in civics, economics, geography, U.S. history, and world history.	Priority
Communicating Conclusions HS (C, E, G, UH, WH) I.CC.1 Engage in civil discussion, reach consensus when appropriate and respect diverse opinions relevant to compelling and/or supporting questions in civics, economics, geography, U.S.history and world history.	Supporting
HS (C, E, G, UH, WH) I.CC.2 Engage in disciplinary thinking and construct arguments, explanation or public communications relevant to compelling and/or supporting questions in civics, economics, geography, U.S. history and world history.	Supporting
HS (C, E, G, UH, WH) I.CC.3 Engage in disciplinary thinking and apply appropriate evidence to propose a solution or design	Priority

an action plan relevant to compelling and/or compelling questions in civics, economics, geography, U.S. history and world history.



Unit/Bundle 4: Europe

Pacing Guide:

Semester Schools: 5-6 weeks

Block Schools: 2-3 weeks

Length	3-4 weeks 1-2 weeks	<p>Compelling Questions: What makes conflict unavoidable?</p>
		<p>Supporting Questions: Which empires had a lasting impact on life in Europe?</p> <ul style="list-style-type: none"> ● How did national identity lead to the conflict in Europe? ● How do differences between people shape the way economic systems control and divide the earth's resources? ● What efforts are made to preserve cultural identity? ● How does the development of nationalism impact people, nations, and empires? ● What effect did Nationalism have on shaping the world? ● How did mercantilism, imperialism, colonialism, and trade influence countries? ● How did industrialization and urbanization fuel growth? ● How do organizations like the EU and NATO influence progress? ● How do countries approach policy with climate change

Standard:	Priority or Supporting:
<p>Questioning HS. (C, E, G, UH, WH) I.Q.1 Generate compelling questions to frame thinking, inquiry and/or understanding of key civics, economics, geography, U.S. history and world history concepts.</p>	Priority
<p>HS (C, E, G, UH, WH) I.Q.2 Generate supporting questions to develop knowledge, understanding and/or thinking relative to key civics, economics, geography, U.S. history and world history concepts framed by compelling questions.</p>	Supporting
<p>HS.G.HI.1 Analyze how the forces of cooperation and conflict within and among people, nations and empires influence the division and control of Earth's surface and resources.</p>	Supporting
<p>HS.G.HI.3 Explain how people create natural and cultural regions to interpret Earth's complexity.</p>	Supporting

HS.G.MM.1 Analyze how cultural, economic and environmental factors contribute to migration patterns and population distribution at multiple scales.	Supporting
HS.G.MM.2 Evaluate reasons for the spatial distribution of human populations at different scales on Earth’s surface.	Supporting
HS.G.GR.1 Interpret the relationships among human and physical patterns and processes at local, national and global scales.	Supporting
HS.C.RR.2 Explain how active citizens can affect the lawmaking process locally, nationally and internationally.	Supporting
HS.C.PR.2 Analyze the role of elections, bureaucracy, political parties, interest groups and media in shaping public policy.	Supporting
HS.E.MI.4 Compare the roles of consumers and producers in the product, labor and financial markets and the economy as a whole.	Supporting
Using Evidence HS (C, E, G, UH, WH) I.UE.1 Evaluate the credibility of multiple sources representing a variety of perspectives relevant to compelling and/or supporting questions in civics, economics, geography, U.S. history, and world history.	Supporting
HS (C, E, G, UH, WH) I.UE.2 Gather information and evidence from credible sources representing a variety of perspectives relevant to compelling and/or supporting questions in civics, economics, geography, U.S. history, and world history.	Supporting
HS (C, E, G, UH, WH) I.UE.3 Use appropriate evidence to construct and revise claims and counterclaims relevant to compelling and/or supporting questions in civics, economics, geography, U.S. history, and world history.	Priority
Communicating Conclusions HS (C, E, G, UH, WH) I.CC.1 Engage in civil discussion, reach consensus when appropriate and respect diverse opinions relevant to compelling and/or supporting questions in civics, economics, geography, U.S.history and world history. -	Priority
HS (C, E, G, UH, WH) I.CC.2 Engage in disciplinary thinking and construct arguments, explanation or public communications relevant to compelling and/or supporting questions in civics, economics, geography, U.S. history and world history.	Supporting
HS (C, E, G, UH, WH) I.CC.3 Engage in disciplinary thinking and apply appropriate evidence to propose a solution or design an action plan relevant to compelling and/or compelling questions in civics, economics, geography, U.S. history and world history.	Supporting

Unit/Bundle 5: North Africa & The Middle East

Pacing Guide:

Semester Schools: 3 weeks

Block Schools: 1-2 weeks

Length	3-4 weeks 1-2 weeks	<p>Compelling Questions: How do beliefs influence action?</p>
		<p>Supporting Questions: How have the beliefs of the people living in the Middle East been affected/and affected the physical geography of the land?</p> <ul style="list-style-type: none"> ● What are the root causes of conflict in the Middle East? ● How do the different monotheistic religions influence physical and human geography? ● How does terrorism impact political, economic, and social structures? ● How does ethnic conflict impact geographic boundaries? ● How do individual regions play a role in the global economy? ● How do threats from specific groups affect the culture, economics, and government of a nation?

Standard:	Priority or Supporting:
<p>Questioning HS. (C, E, G, UH, WH) I.Q.1 Generate compelling questions to frame thinking, inquiry and/or understanding of key civics, economics, geography, U.S. history and world history concepts.</p>	Supporting
<p>HS (C, E, G, UH, WH) I.Q.2 Generate supporting questions to develop knowledge, understanding and/or thinking relative to key civics, economics, geography, U.S. history and world history concepts framed by compelling questions.</p>	Priority
<p>HS.G.HI.2 Analyze how cultural and economic decisions influence the characteristics of various places.</p>	
<p>HS.G.HI.3 Explain how people create natural and cultural regions to interpret Earth’s complexity.</p>	Supporting
<p>HS.G.MM.1 Analyze how cultural, economic and environmental factors contribute to migration patterns and population distribution at multiple scales.</p>	Supporting
<p>HS.G.MM.2 Evaluate reasons for the spatial distribution of human populations at different scales on Earth’s surface.</p>	Supporting
<p>HS.G.HI.1 Analyze how the forces of cooperation and conflict within and among people, nations and empires</p>	Supporting

influence the division and control of Earth's surface and resources.	
HS.G.GR.1 Interpret the relationships among human and physical patterns and processes at local, national and global scales.	Supporting
HS.E.ST.3 Explain how international economic trends and policies affect political, social and economic conditions in various nations.	Supporting
Using Evidence HS (C, E, G, UH, WH) I.UE.1 Evaluate the credibility of multiple sources representing a variety of perspectives relevant to compelling and/or supporting questions in civics, economics, geography, U.S. history, and world history.	Supporting
HS (C, E, G, UH, WH) I.UE.2 Gather information and evidence from credible sources representing a variety of perspectives relevant to compelling and/or supporting questions in civics, economics, geography, U.S. history, and world history.	Priority
HS (C, E, G, UH, WH) I.UE.3 Use appropriate evidence to construct and revise claims and counterclaims relevant to compelling and/or supporting questions in civics, economics, geography, U.S. history, and world history.	Supporting
Communicating Conclusions HS (C, E, G, UH, WH) I.CC.1 Engage in civil discussion, reach consensus when appropriate and respect diverse opinions relevant to compelling and/or supporting questions in civics, economics, geography, U.S.history and world history. -	Priority
HS (C, E, G, UH, WH) I.CC.2 Engage in disciplinary thinking and construct arguments, explanation or public communications relevant to compelling and/or supporting questions in civics, economics, geography, U.S. history and world history.	Supporting
HS (C, E, G, UH, WH) I.CC.3 Engage in disciplinary thinking and apply appropriate evidence to propose a solution or design an action plan relevant to compelling and/or compelling questions in civics, economics, geography, U.S. history and world history.	Supporting

Unit/Bundle 6: Sub Saharan Africa

Pacing Guide:

Semester Schools: 3 weeks

Block Schools: 1-2 weeks

Length	3-4 weeks 1-2 weeks	Compelling Questions: What does it take to survive?
		Supporting Questions: How did geography impact the growth of African nations? <ul style="list-style-type: none"> ● Why does economic and social development happen at different times and rates in different places? ● How did the “Scramble for Africa” cause struggle to the people of Sub-Saharan Africa? ● How does climate unite people through culture? ● What are the issues that affect people in Sub-Saharan Africa? ● What efforts were made by groups to end Apartheid? ● How did religious conflict impact geographic borders? ● How did the legacy of colonization impact cultural divisions? ● How does poverty impact this region? ● How do government policies lead to conflict?

Standard:	Priority or Supporting:
Questioning HS. (C, E, G, UH, WH) I.Q.1 Generate compelling questions to frame thinking, inquiry and/or understanding of key civics, economics, geography, U.S. history and world history concepts.	Priority
HS (C, E, G, UH, WH) I.Q.2 Generate supporting questions to develop knowledge, understanding and/or thinking relative to key civics, economics, geography, U.S. history and world history concepts framed by compelling questions.	Supporting
HS.G.HE.1 Assess the reciprocal relationship between physical environment and culture within local, national and global scales.	Supporting
HS.G.HI.1 Analyze how the forces of cooperation and conflict within and among people, nations and empires influence the division and control of Earth’s surface and resources.	Supporting
HS.G.MM.1 Analyze how cultural, economic and environmental factors contribute to migration patterns and population distribution at multiple scales.	Supporting

HS.G.MM.2 Evaluate reasons for the spatial distribution of human populations at different scales on Earth’s surface.	Supporting
HS.G.GR.1 Interpret the relationships among human and physical patterns and processes at local, national and global scales.	Supporting
HS.C.CV.3 Analyze the impact of the efforts of individuals and reform movements on the expansion of civil rights and liberties locally, nationally and internationally	Supporting
Using Evidence HS (C, E, G, UH, WH) I.UE.1 Evaluate the credibility of multiple sources representing a variety of perspectives relevant to compelling and/or supporting questions in civics, economics, geography, U.S. history, and world history.	Priority
HS (C, E, G, UH, WH) I.UE.2 Gather information and evidence from credible sources representing a variety of perspectives relevant to compelling and/or supporting questions in civics, economics, geography, U.S. history, and world history.	Supporting
HS (C, E, G, UH, WH) I.UE.3 Use appropriate evidence to construct and revise claims and counterclaims relevant to compelling and/or supporting questions in civics, economics, geography, U.S. history, and world history.	Supporting
Communicating Conclusions HS (C, E, G, UH, WH) I.CC.1 Engage in civil discussion, reach consensus when appropriate and respect diverse opinions relevant to compelling and/or supporting questions in civics, economics, geography, U.S.history and world history. -	Supporting
HS (C, E, G, UH, WH) I.CC.2 Engage in disciplinary thinking and construct arguments, explanation or public communications relevant to compelling and/or supporting questions in civics, economics, geography, U.S. history and world history.	Supporting
HS (C, E, G, UH, WH) I.CC.3 Engage in disciplinary thinking and apply appropriate evidence to propose a solution or design an action plan relevant to compelling and/or compelling questions in civics, economics, geography, U.S. history and world history.	Priority

Unit/Bundle 7: South & East Asia

Pacing Guide:

Semester Schools: 3 weeks

Block Schools: 1-2 weeks

Length	3-4 weeks 1-2 weeks	<p>Compelling Questions: How can population influence power?</p>
		<p>Supporting Questions: How does caste influence society in India?</p> <ul style="list-style-type: none"> ● What are the issues of a young population? ● What are the issues of an aging population? ● How do government policies influence a population? ● What are the consequences of anti-nationalist policies? ● How do conflicts and governments influence society?

Standard:	Priority or Supporting:
<p>Questioning HS. (C, E, G, UH, WH) I.Q.1 Generate compelling questions to frame thinking, inquiry and/or understanding of key civics, economics, geography, U.S. history and world history concepts.</p>	Priority
<p>HS (C, E, G, UH, WH) I.Q.2 Generate supporting questions to develop knowledge, understanding and/or thinking relative to key civics, economics, geography, U.S. history and world history concepts framed by compelling questions.</p>	Supporting
<p>HS.G.HI.2 Analyze how cultural and economic decisions influence the characteristics of various places.</p>	Supporting
<p>HS.G.MM.2 Evaluate reasons for the spatial distribution of human populations at different scales on Earth’s surface.</p>	Supporting
<p>HS.G.MM.1 Analyze how cultural, economic and environmental factors contribute to migration patterns and population distribution at multiple scales.</p>	Supporting
<p>HS.G.HI.1 Analyze how the forces of cooperation and conflict within and among people, nations and empires influence the division and control of Earth’s surface and resources.</p>	Supporting
<p>HS.G.GR.1 Interpret the relationships among human and physical patterns and processes at local, national and global scales.</p>	Supporting
<p>HS.C.PR.3 Evaluate intended and unintended consequences of public policies locally, nationally and internationally.</p>	Supporting

HS.E.ST.1 Draw conclusions regarding the effect of specialization and trade on production, distribution and consumption of goods and services for individuals, businesses and societies.	Supporting
HS.E.IC.3 Perform a cost-benefit analysis on a real-world situation, using economic thinking to describe the marginal costs and benefits of a particular situation.	Supporting
HS.E.IC.4 Evaluate how incentives determine what is produced and distributed in a competitive market system.	Supporting
Using Evidence HS (C, E, G, UH, WH) I.UE.1 Evaluate the credibility of multiple sources representing a variety of perspectives relevant to compelling and/or supporting questions in civics, economics, geography, U.S. history, and world history.	Supporting
HS (C, E, G, UH, WH) I.UE.2 Gather information and evidence from credible sources representing a variety of perspectives relevant to compelling and/or supporting questions in civics, economics, geography, U.S. history, and world history.	Priority
HS (C, E, G, UH, WH) I.UE.3 Use appropriate evidence to construct and revise claims and counterclaims relevant to compelling and/or supporting questions in civics, economics, geography, U.S. history, and world history.	Supporting
Communicating Conclusions HS (C, E, G, UH, WH) I.CC.1 Engage in civil discussion, reach consensus when appropriate and respect diverse opinions relevant to compelling and/or supporting questions in civics, economics, geography, U.S.history and world history. -	Supporting
HS (C, E, G, UH, WH) I.CC.2 Engage in disciplinary thinking and construct arguments, explanation or public communications relevant to compelling and/or supporting questions in civics, economics, geography, U.S. history and world history.	Priority
HS (C, E, G, UH, WH) I.CC.3 Engage in disciplinary thinking and apply appropriate evidence to propose a solution or design an action plan relevant to compelling and/or compelling questions in civics, economics, geography, U.S. history and world history.	Supporting

Unit/Bundle 8: Southeast Asia & Oceania

Pacing Guide:

Semester Schools: 3 weeks

Block Schools: 1-2 weeks

Length	3-4 weeks 1-2 weeks	<p>Compelling Questions: What is the legacy of colonization?</p>
		<p>Supporting Questions: How does the economy influence the cycle of poverty?</p> <ul style="list-style-type: none"> ● How are the indigenous cultures impacted by colonization? ● How does Oceania remain isolated from other regions? ● How does climate change impact this region?

Standard:	Priority or Supporting:
<p>Questioning: HS. (C, E, G, UH, WH) I.Q.1 Generate compelling questions to frame thinking, inquiry and/or understanding of key civics, economics, geography, U.S. history and world history concepts.</p>	Priority
<p>HS (C, E, G, UH, WH) I.Q.2 Generate supporting questions to develop knowledge, understanding and/or thinking relative to key civics, economics, geography, U.S. history and world history concepts framed by compelling questions.</p>	Supporting
<p>HS.G.GR.1 Interpret the relationships among human and physical patterns and processes at local, national and global scales.</p>	Supporting
<p>HS.G.GR.2 Analyze how environmental factors influence population distributions from place to place.</p>	Supporting
<p>HS.G.MM.1 Analyze how cultural, economic and environmental factors contribute to migration patterns and population distribution at multiple scales.</p>	Supporting
<p>HS.G.MM.2 Evaluate reasons for the spatial distribution of human populations at different scales on Earth's surface.</p>	Supporting
<p>HS.G.HE.2 Analyze how human settlements are influenced by or influence the relationship between people and the environment.</p>	Supporting
<p>HS.G.HI.1 Analyze how the forces of cooperation and conflict within and among people, nations and</p>	Supporting

empires influence the division and control of Earth's surface and resources.	
HS.E.ST.2 Analyze the role of comparative advantage in international trade of goods and services.	Supporting
Using Evidence: HS (C, E, G, UH, WH) I.UE.1 Evaluate the credibility of multiple sources representing a variety of perspectives relevant to compelling and/or supporting questions in civics, economics, geography, U.S. history, and world history.	Priority
HS (C, E, G, UH, WH) I.UE.2 Gather information and evidence from credible sources representing a variety of perspectives relevant to compelling and/or supporting questions in civics, economics, geography, U.S. history, and world history.	Supporting
HS (C, E, G, UH, WH) I.UE.3 Use appropriate evidence to construct and revise claims and counterclaims relevant to compelling and/or supporting questions in civics, economics, geography, U.S. history, and world history.	Supporting
Communicating Conclusions HS (C, E, G, UH, WH) I.CC.1 Engage in civil discussion, reach consensus when appropriate and respect diverse opinions relevant to compelling and/or supporting questions in civics, economics, geography, U.S.history and world history. -	Supporting
HS (C, E, G, UH, WH) I.CC.2 Engage in disciplinary thinking and construct arguments, explanation or public communications relevant to compelling and/or supporting questions in civics, economics, geography, U.S. history and world history.	Priority
HS (C, E, G, UH, WH) I.CC.3 Engage in disciplinary thinking and apply appropriate evidence to propose a solution or design an action plan relevant to compelling and/or compelling questions in civics, economics, geography, U.S. history and world history.	Supporting