

High School: Geography Standards

Introduction

In high school, the geography standards emphasize patterns and processes at a variety of scales, from local to global. Within the geography standards, the interplay between human systems and the natural environment is evident. The standards promote the use of a variety of geographic methods and tools for spatial analysis. By developing inquiry skills in geography, students are able to apply their conceptual knowledge through questioning, investigating, using evidence and communicating conclusions so they are equipped with the knowledge and skills needed to be geographically informed, engaged citizens.

Concepts and Practices	Standards
I: Questioning	<p>HS.G.I.Q.1 Generate compelling questions to frame thinking, inquiry and/or understanding of key geographic concepts.</p> <p>HS.G.I.Q.2 Generate supporting questions to develop knowledge, understanding and thinking relative to key geographic concepts framed by compelling questions.</p>
I: Investigating	<i>Investigating occurs through the exploration of the discipline strand standards.</i>
G: Migration and Movement	<p>HS.G.MM.1 Analyze how cultural, economic and environmental factors contribute to migration patterns and population distribution at multiple scales.</p> <p>HS.G.MM.2 Evaluate reasons for the spatial distribution of human populations at different scales on Earth’s surface.</p>
G: Human Interactions and Interconnections	<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> <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>
G: Human Environment Interaction	<p>HS.G.HE.1 Assess the reciprocal relationship between physical environment and culture within local, national and global scales.</p> <p>HS.G.HE.2 Analyze how human settlements are influenced by or influence the relationship between people and the environment.</p>

Concepts and Practices	Standards
G: Geographic Reasoning	<p>HS.G.GR.1 Interpret the relationships among human and physical patterns and processes at local, national and global scales.</p> <p>HS.G.GR.2 Analyze how environmental factors influence population distributions from place to place.</p>
G: Kentucky Geography	<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> <p>HS.G.KGE.2 Explain how the geography of Kentucky influences the development of the state.</p>
I: Using Evidence	<p>HS.G.I.UE.1 Evaluate the credibility of multiple sources representing a variety of perspectives relevant to compelling and/or supporting questions in geography.</p> <p>HS.G.I.UE.2 Gather information and evidence from credible sources representing a variety of perspectives relevant to compelling and/or supporting questions in geography.</p> <p>HS.G.I.UE.3 Use appropriate evidence to construct and revise claims and counterclaims relevant to compelling and/or supporting questions in geography.</p>
I: Communicating Conclusions	<p>HS.G.I.CC.1 Engage in civil discussion, reach consensus when appropriate and respect diverse opinions relevant to compelling and/or supporting questions in geography.</p> <p>HS.G.I.CC.2 Engage in disciplinary thinking and construct arguments, explanations or public communications relevant to compelling and/or supporting questions in geography.</p> <p>HS.G.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 supporting questions in geography.</p>

High School Geography: Disciplinary Clarifications and Instructional Support

The disciplinary clarifications include sample ideas of content and concepts to help teachers better understand the expectations of the standards. The identified disciplinary clarifications are possible suggestions; however, they are not the only pathways and are not comprehensive to obtain mastery of the standards.

Geography Disciplinary Strand

Concepts and Practices	Standard	Disciplinary Clarifications
G: Migration and Movement	HS.G.MM.1 Analyze how cultural, economic and environmental factors contribute to migration patterns and population distribution at multiple scales.	The movement of people is impacted by what draws someone to a place or what pushes them to leave a location. These factors causing movement could be cultural (refugees displaced by war), economic (seeking a new job in another area) or environmental (relocation due to natural disasters or to take advantage of a newly discovered resource).
	HS.G.MM.2 Evaluate reasons for the spatial distribution of human populations at different scales on Earth’s surface.	Geographic factors are an important reason for the distribution of human populations. People in more developed countries tend to live in or move to urban areas because of economic opportunities. In the pre-modern period, the distribution of people was clustered along navigable waterways because of the enhanced ability to transport goods and to meet basic needs before the advancements of modern mechanization and technology.

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Concepts and Practices	Standard	Disciplinary Clarifications
G: Human Interactions and Interconnections	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.	As people and nations come into contact with others, opportunities for conflict and compromise over control of the Earth’s surface and resources arise. Desire to control West African gold in the pre-modern period led to the rise of empires such as Mali. In the 17th–19th centuries, the superior weaponry of European nations led to the creation of huge transoceanic empires like those of Britain and France. In the 20th and 21st centuries, nations have cooperated to access Arctic and Antarctic regions and the potential natural resource wealth located there. At a more local level, cooperation and conflict over access to water in places like the Colorado River basin have led to issues regarding who controls the source of the water and the volume consumed by states through which the water runs.
	HS.G.HI.2 Analyze how cultural and economic decisions influence the characteristics of various places.	As people and countries make cultural and economic decisions, characteristics (physical, cultural, etc.) of places are affected both positively and negatively. When a new factory is opened, positive effects could be that there is job creation and increased migration to an area. Some negative effects would be availability of housing or human resources.
	HS.G.HI.3 Explain how people create natural and cultural regions to interpret Earth’s complexity.	Across time, people have sought to explain the world around them. They have used both natural features and regions to create explanations of complexity, such as understanding South Asia as being the area beyond the Himalayas. An example of changing cultural interpretations, Russia has been seen during its history as part of either Asia or Europe, depending on which cultural attributes predominate. Thus, humans explain Earth’s complexity by giving identity to the places and people within it through both natural regions (in the U.S. the Rockies, the Great Lakes or the West Coast and globally the Andes, the Sahara or Siberia) and cultural ideas (in the U.S. Chinatowns, suburbia or Harlem and globally the Middle East, China or Polynesia).

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Concepts and Practices	Standard	Disciplinary Clarifications
G: Human Environment Interaction	<p>HS.G.HE.1 Assess the reciprocal relationship between physical environment and culture within local, national and global scales.</p> <p>HS.G.HE.2 Analyze how human settlements are influenced by or influence the relationship between people and the environment.</p>	<p>Culture is developed around and in response to the environment, but humans also shape their environment to fit the needs of their culture. American Indians on the Great Plains developed a culture around bison and the Maasai of East Africa developed a culture dependent on the cattle in their area. However, cities like Las Vegas, built in the middle of a desert, have to reshape the environment to fit their needs.</p> <p>Humans have settled around the world in specific locations for a variety of reasons and impact the environment in many ways. For example, waste created by human settlements causes environmental issues for the land and animals near human populations, but it also leads to issues with disease within the humans living there.</p>
G: Geographic Reasoning	<p>HS.G.GR.1 Interpret the relationships among human and physical patterns and processes at local, national and global scales.</p> <p>HS.G.GR.2 Analyze how environmental factors influence population distributions from place to place.</p>	<p>People are not distributed uniformly across Earth’s surface. In the past, populations settled where the environment met their most basic needs of water and land suitable for agriculture. Humans will locate in areas that have access to water as well as a livable climate. Humans also adapt to the physical environment using tools, technology and patterns of behavior or culture to adapt and live in places in nearly all environments on earth’s surface. Environmental factors influence specific settlement patterns as well, such as when cities developed where two rivers converge, railroads exist, etc.</p>
G: Kentucky Geography	<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> <p>HS.G.KGE.2 Explain how the geography of Kentucky influences the development of the state.</p>	<p>Variations in culture and environment across the state tend to influence both how the state is viewed by individuals and how the economy has evolved and changed over time. Those living in the Bluegrass have been influenced by the economics of the horse breeding and racing industry. Similarly, those in the Pennyroyal may view the state as predominantly farming based while Kentuckians living in the Eastern Coalfields may think of the state as mountainous.</p>

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