

Pacing Guide for Human Geography Grades 9-12

Week(s)	Unit	Priority Standard	Instructional Focus
Week 1	Unit 1: Geographic Tools & Thinking	HG.1	Maps, GIS, spatial thinking, types of maps, analyzing geographic data
Week 2	Unit 2: Geographic Inquiry	HG.3	Asking geographic questions, data collection, spatial analysis skills
Weeks 3–4	Unit 3: Population Distribution	HG.4	Population density, distribution patterns, push/pull factors overview
Weeks 5–6	Unit 4: Population Growth	HG.5	Demographic Transition Model, population pyramids, growth rates
Weeks 7–8	Unit 5: Culture & Diffusion	HG.7	Cultural traits, diffusion types (relocation, expansion), globalization basics
Weeks 9–10	Unit 6: Cultural Landscapes & Globalization	HG.8	Cultural landscapes, cultural identity, globalization impacts
Weeks 11–12	Unit 7: Political Geography	HG.10	Types of governments, boundaries, conflict, cooperation, geopolitics
Weeks 13–14	Unit 8: Migration	HG.12	Migration types, causes, impacts on regions, case studies
Weeks 15–16	Unit 9: Urban Geography	HG.14	Urban models (Burgess, Hoyt, Multiple Nuclei), urbanization trends
Weeks 17–18	Unit 10: Human-Environment Interaction	HG.17	Sustainability, human impact, climate, resource use, solutions

- ****There will be instructional days spent to reteach and administer checkpoint exams at times throughout the semester. ****

Priority Standards for Human Geography Grades 9-12

Priority Standard 1: HG.1 – Geographic Tools & Spatial Thinking

Students will be able to use geographic tools and spatial thinking to analyze Earth's surface.

- **4.0 (Exemplary):** Student can independently analyze complex geographic data using multiple tools (maps, GIS, charts), evaluate the strengths/limitations of each, and apply findings to real-world geographic problems or patterns.
- **3.0 (Proficient):** Student can use maps, charts, and basic GIS tools to analyze spatial patterns and explain how geographic data represents Earth's surface.
- **2.0 (Developing):** Student can identify and use basic geographic tools (maps, globes, graphs) but may struggle to interpret patterns or draw conclusions.
- **1.0 (Beginning):** Student can recognize simple map elements (title, key, compass) with support but shows limited understanding of their use.
- **0.0 (No Evidence):** No observable evidence of understanding.

Priority Standard 2: HG.3 – Geographic Inquiry & Spatial Analysis

Students will be able to apply geographic inquiry and spatial analysis.

- **4.0:** Student can design and conduct geographic investigations, analyze complex spatial data, and justify conclusions using evidence.
- **3.0:** Student can ask geographic questions, collect and analyze data, and explain spatial relationships.
- **2.0:** Student can identify geographic questions and basic data but struggles to analyze or interpret results.
- **1.0:** Student can recognize simple geographic questions with assistance.
- **0.0:** No observable evidence.

Priority Standard 3: HG.4 – Population Distribution & Density

Students will be able to analyze population distribution and density.

- **4.0:** Student can evaluate global population patterns, explain underlying causes, and predict future distribution trends.
- **3.0:** Student can describe and analyze population density and distribution patterns and explain influencing factors.
- **2.0:** Student can identify areas of high/low population but struggles to explain why.
- **1.0:** Student can recognize basic population terms with support.
- **0.0:** No observable evidence.

Priority Standard 4: HG.5 – Population Growth & Demographics

Students will be able to explain population growth and demographic patterns.

- **4.0:** Student can analyze demographic data (DTM, population pyramids) and predict population changes with justification.
- **3.0:** Student can explain population growth patterns and interpret demographic models.
- **2.0:** Student can identify basic demographic concepts but struggles with interpretation.
- **1.0:** Student can recognize basic terms (birth rate, death rate) with assistance.
- **0.0:** No observable evidence.

Priority Standard 5: HG.7 – Culture & Diffusion

Students will be able to analyze cultural traits and diffusion.

- **4.0:** Student can evaluate how cultural diffusion shapes societies globally and compare diffusion types across case studies.
- **3.0:** Student can explain cultural traits and types of diffusion with examples.
- **2.0:** Student can identify cultural traits and basic diffusion types but lacks deeper explanation.
- **1.0:** Student can recognize simple cultural elements with support.
- **0.0:** No observable evidence.

Priority Standard 6: HG.8 – Cultural Landscapes & Globalization

Students will be able to evaluate cultural landscapes and globalization.

- **4.0:** Student can analyze how globalization transforms cultural landscapes and evaluate both positive and negative impacts.
- **3.0:** Student can describe cultural landscapes and explain the effects of globalization.
- **2.0:** Student can identify examples of cultural landscapes but struggles to connect them to globalization.
- **1.0:** Student can recognize basic cultural features with assistance.
- **0.0:** No observable evidence.

Priority Standard 7: HG.10 – Political Geography

Students will be able to analyze geopolitical conflict and cooperation.

- **4.0:** Student can evaluate geopolitical conflicts using multiple perspectives and propose informed solutions.
- **3.0:** Student can explain causes of conflict and cooperation and identify political boundaries and systems.
- **2.0:** Student can identify examples of conflict or cooperation but struggles with causes.
- **1.0:** Student can recognize basic political terms with support.
- **0.0:** No observable evidence.

Priority Standard 8: HG.12 – Migration Impacts

Students will be able to analyze migration impacts.

- **4.0:** Student can evaluate the economic, cultural, and political impacts of migration and predict future trends.
- **3.0:** Student can explain causes and effects of migration and describe impacts on regions.
- **2.0:** Student can identify migration types and basic causes but struggles with impacts.
- **1.0:** Student can recognize simple migration concepts with assistance.
- **0.0:** No observable evidence.

Priority Standard 9: HG.14 – Urban Growth & Models

Students will be able to analyze urban growth and models.

- **4.0:** Student can compare urban models and apply them to real-world cities to evaluate urban development patterns.
- **3.0:** Student can describe urbanization and explain major urban models.
- **2.0:** Student can identify urban terms and models but struggles to explain them.
- **1.0:** Student can recognize basic urban concepts with support.
- **0.0:** No observable evidence.

Priority Standard 10: HG.17 – Human-Environment Interaction

Students will be able to evaluate human impact on the environment.

- **4.0:** Student can evaluate environmental challenges and propose sustainable solutions using evidence.
- **3.0:** Student can explain how humans impact the environment and describe sustainability concepts.
- **2.0:** Student can identify examples of human-environment interaction but struggles to explain impacts.
- **1.0:** Student can recognize basic environmental terms with assistance.
- **0.0:** No observable evidence.