

# High School Geography



## Prioritized Standards and Instructional Units 2021-2022

## Unit/Bundle 1: Intro to Geography

**Pacing Guide:**

**Semester Schools: 5-6 weeks**

**Block Schools: 2-3 weeks**

<b>Length</b>	3-4 weeks 1-2 weeks	<b>Potential Compelling Questions:</b> Why is every place unique? Why are different places similar? How does geography influence the way people live? How does where you live influence how you live? How does perspective build empathy?
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<b>Standard:</b>	<b>Priority or Supporting:</b>
<b>Questioning</b> <b>HS. (C, E, G, UH, WH) I.Q.1</b> Generate compelling questions to frame thinking, inquiry and/or understanding of key civics, economics, geography, U.S. history and world history concepts. <b>HS (C, E, G, UH, WH) I.Q.2</b> 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.	
<b>HS.G.GR.1</b> Interpret the relationships among human and physical patterns and processes at local, national and global scales.	<b><u>Priority Standard</u></b>
<b>HS.G.GR.2</b> Analyze how environmental factors influence population distributions from place to place.	<b><u>Priority Standard</u></b>
<b>HS.G.MM.1</b> Analyze how cultural, economic and environmental factors contribute to migration patterns and population distribution at multiple scales.	Supporting Standard
<b>HS.G.MM.2</b> Evaluate reasons for the spatial distribution of human populations at different scales on Earth's surface.	Supporting Standard
<b>HS.G.HI.1</b> 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 Standard
<b>Using Evidence</b> <b>HS (C, E, G, UH, WH) I.U.E.1</b> 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.

**HS (C, E, G, UH, WH) I.U.E.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.

**HS (C, E, G, UH, WH) I.U.E.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.

### **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. -

**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.

**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.

[https://education.ky.gov/curriculum/standards/kyacadstand/Documents/High\\_School\\_Disciplinary\\_Clarifications.pdf](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**

<b>Length</b>	3-4 weeks 1-2 weeks	<b>Potential Compelling Questions:</b> What makes societies complex? Why do urban areas expand?
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<b>Standard:</b>	<b>Priority or Supporting:</b>
<b>Questioning</b> <b>HS. (C, E, G, UH, WH) I.Q.1</b> Generate compelling questions to frame thinking, inquiry and/or understanding of key civics, economics, geography, U.S. history and world history concepts. <b>HS (C, E, G, UH, WH) I.Q.2</b> 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.	
<b>HS.G.HI.3</b> Explain how people create natural and cultural regions to interpret Earth’s complexity.	<b><u>Priority Standard</u></b>
<b>HS.G.KGE.1</b> Explain how Kentuckians view sense of place differently based on cultural and environmental characteristics of varying regions of the state.	Supporting Standard
<b>HS.G.KGE.2</b> Explain how the geography of Kentucky influences the development of the state.	Supporting Standard
<b>HS.G.MM.2</b> Evaluate reasons for the spatial distribution of human populations at different scales on Earth’s surface.	Supporting Standard
<b>HS.G.HI.1</b> 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 Standard
<b>HS.G.GR.1</b> Interpret the relationships among human and physical patterns and processes at local, national and global scales.	Supporting Standard
<b>HS.C.PR.4</b> Compare the domestic and foreign policies of the United States and other countries.	Supporting Standard
<b>HS.E.MI.3</b> Analyze the roles of product and factor markets.	Supporting Standard

<p><b>Using Evidence</b></p> <p><b>HS (C, E, G, UH, WH) I.UE.1</b> 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.</p> <p><b>HS (C, E, G, UH, WH) I.UE.2</b> 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.</p> <p><b>HS (C, E, G, UH, WH) I.UE.3</b> 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.</p>	
<p><b>Communicating Conclusions</b></p> <p><b>HS (C, E, G, UH, WH) I.CC.1</b> 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. -</p> <p><b>HS (C, E, G, UH, WH) I.CC.2</b> 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.</p> <p><b>HS (C, E, G, UH, WH) I.CC.3</b> 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.</p>	

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**Unit/Bundle 3: Latin America & South America**

**Pacing Guide:**

**Semester Schools: 5-6 weeks**

**Block Schools: 2-3 weeks**

<b>Length</b>	3-4 weeks 1-2 weeks	<b>Potential Compelling Questions:</b> How does development affect people and places?
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		Does freedom lead to oppression? Why do migrants face challenges?
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Standard:	Priority or Supporting:
<p><b>Questioning</b>  <b>HS. (C, E, G, UH, WH) I.Q.1</b> Generate compelling questions to frame thinking, inquiry and/or understanding of key civics, economics, geography, U.S. history and world history concepts.  <b>HS (C, E, G, UH, WH) I.Q.2</b> 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>	
<p><b>HS.G.HE.2</b> Analyze how human settlements are influenced by or influence the relationship between people and the environment.</p>	<p><b><u>Priority Standard</u></b></p>
<p><b>HS.G.MM.1</b> Analyze how cultural, economic and environmental factors contribute to migration patterns and population distribution at multiple scales.</p>	<p><b><u>Priority Standard</u></b></p>
<p><b>HS.G.MM.2</b> Evaluate reasons for the spatial distribution of human populations at different scales on Earth’s surface.</p>	<p>Supporting Standard</p>
<p><b>HS.G.HI.1</b> 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>Supporting Standard</p>
<p><b>HS.G.GR.1</b> Interpret the relationships among human and physical patterns and processes at local, national and global scales.</p>	<p>Supporting Standard</p>
<p><b>HS.C.PR.4</b> Compare the domestic and foreign policies of the United States and other countries.</p>	<p>Supporting Standard</p>
<p><b>Using Evidence</b>  <b>HS (C, E, G, UH, WH) I.U.E.1</b> 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.  <b>HS (C, E, G, UH, WH) I.U.E.2</b> 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.  <b>HS (C, E, G, UH, WH) I.U.E.3</b> 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.</p>	

**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. -

**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.

**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.

## Unit/Bundle 4: Europe

**Pacing Guide:**

**Semester Schools: 5-6 weeks**

**Block Schools: 2-3 weeks**

<b>Length</b>	3-4 weeks 1-2 weeks	<b>Potential Compelling Questions:</b> What makes conflict unavoidable? Does trade make everyone better off?
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<b>Standard:</b>	<b>Priority or Supporting:</b>
<b>Questioning</b> <b>HS. (C, E, G, UH, WH) I.Q.1</b> Generate compelling questions to frame thinking, inquiry and/or understanding of key civics, economics, geography, U.S. history and world history concepts. <b>HS (C, E, G, UH, WH) I.Q.2</b> 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.	
<b>HS.G.HI.1</b> 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.	<b><u>Priority Standard</u></b>
<b>HS.G.HI.3</b> Explain how people create natural and cultural regions to interpret Earth's complexity.	<b><u>Priority Standard</u></b>
<b>HS.G.MM.1</b> Analyze how cultural, economic and environmental factors contribute to migration patterns and population distribution at multiple scales.	Supporting Standard
<b>HS.G.MM.2</b> Evaluate reasons for the spatial distribution of human populations at different scales on Earth's surface.	Supporting Standard
<b>HS.G.GR.1</b> Interpret the relationships among human and physical patterns and processes at local, national and global scales.	Supporting Standard
<b>HS.C.RR.2</b> Explain how active citizens can affect the lawmaking process locally, nationally and internationally.	Supporting Standard
<b>HS.C.PR.2</b> Analyze the role of elections, bureaucracy, political parties, interest groups and media in shaping public policy.	Supporting Standard



<p><b>HS.E.MI.4</b> Compare the roles of consumers and producers in the product, labor and financial markets and the economy as a whole.</p>	<p>Supporting Standard</p>
<p><b>Using Evidence</b>  <b>HS (C, E, G, UH, WH) I.UE.1</b> 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.  <b>HS (C, E, G, UH, WH) I.UE.2</b> 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.  <b>HS (C, E, G, UH, WH) I.UE.3</b> 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.</p>	
<p><b>Communicating Conclusions</b>  <b>HS (C, E, G, UH, WH) I.CC.1</b> 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. -  <b>HS (C, E, G, UH, WH) I.CC.2</b> 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.  <b>HS (C, E, G, UH, WH) I.CC.3</b> 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.</p>	

## Unit/Bundle 5: North Africa & The Middle East

**Pacing Guide:**

**Semester Schools: 3 weeks**

**Block Schools: 1-2 weeks**

<b>Length</b>	3-4 weeks 1-2 weeks	<b>Potential Compelling Questions:</b> How do beliefs influence action? How have oil riches changed nations? Why do states face threats?
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<b>Standard:</b>	<b>Priority or Supporting:</b>
<b>Questioning</b>	
<p><b>HS. (C, E, G, UH, WH) I.Q.1</b> Generate compelling questions to frame thinking, inquiry and/or understanding of key civics, economics, geography, U.S. history and world history concepts.</p> <p><b>HS (C, E, G, UH, WH) I.Q.2</b> 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>	
<b>HS.G.HI.2</b> Analyze how cultural and economic decisions influence the characteristics of various places.	<b><u>Priority Standard</u></b>
<b>HS.G.HI.3</b> Explain how people create natural and cultural regions to interpret Earth’s complexity.	<b><u>Priority Standard</u></b>
<b>HS.G.MM.1</b> Analyze how cultural, economic and environmental factors contribute to migration patterns and population distribution at multiple scales.	Supporting Standard
<b>HS.G.MM.2</b> Evaluate reasons for the spatial distribution of human populations at different scales on Earth’s surface.	Supporting Standard
<b>HS.G.HI.1</b> 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 Standard
<b>HS.G.GR.1</b> Interpret the relationships among human and physical patterns and processes at local, national and global scales.	Supporting Standard
<b>HS.E.ST.3</b> Explain how international economic trends and policies affect political, social and economic conditions in various nations.	Supporting Standard
<b>Using Evidence</b>	

<p><b>HS (C, E, G, UH, WH) I.UE.1</b> 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.</p> <p><b>HS (C, E, G, UH, WH) I.UE.2</b> 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.</p> <p><b>HS (C, E, G, UH, WH) I.UE.3</b> 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.</p>	
<p><b>Communicating Conclusions</b></p> <p><b>HS (C, E, G, UH, WH) I.CC.1</b> 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. -</p> <p><b>HS (C, E, G, UH, WH) I.CC.2</b> 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.</p> <p><b>HS (C, E, G, UH, WH) I.CC.3</b> 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.</p>	

## Unit/Bundle 6: Sub Saharan Africa

**Pacing Guide:**

**Semester Schools: 3 weeks**

**Block Schools: 1-2 weeks**

<b>Length</b>	3-4 weeks 1-2 weeks	<b>Potential Compelling Questions:</b> What does it take to survive? How do we help people struggling in underprivileged regions of the world lead better lives?
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<b>Standard:</b>	<b>Priority or Supporting:</b>
<b>Questioning</b> <b>HS. (C, E, G, UH, WH) I.Q.1</b> Generate compelling questions to frame thinking, inquiry and/or understanding of key civics, economics, geography, U.S. history and world history concepts. <b>HS (C, E, G, UH, WH) I.Q.2</b> 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.	
<b>HS.G.HE.1</b> Assess the reciprocal relationship between physical environment and culture within local, national and global scales.	<b><u>Priority Standard</u></b>
<b>HS.G.HI.1</b> 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.	<b><u>Priority Standard</u></b>
<b>HS.G.MM.1</b> Analyze how cultural, economic and environmental factors contribute to migration patterns and population distribution at multiple scales.	Supporting Standard
<b>HS.G.MM.2</b> Evaluate reasons for the spatial distribution of human populations at different scales on Earth's surface.	Supporting Standard
<b>HS.G.GR.1</b> Interpret the relationships among human and physical patterns and processes at local, national and global scales.	Supporting Standard
<b>HS.C.CV.3</b> Analyze the impact of the efforts of individuals and reform movements on the expansion of civil rights and liberties locally, nationally and internationally	Supporting Standard
<b>Using Evidence</b> <b>HS (C, E, G, UH, WH) I.U.E.1</b> 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.	

<p><b>HS (C, E, G, UH, WH) I.UE.2</b> 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.</p> <p><b>HS (C, E, G, UH, WH) I.UE.3</b> 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.</p>	
<p><b>Communicating Conclusions</b></p> <p><b>HS (C, E, G, UH, WH) I.CC.1</b> 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. -</p> <p><b>HS (C, E, G, UH, WH) I.CC.2</b> 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.</p> <p><b>HS (C, E, G, UH, WH) I.CC.3</b> 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.</p>	

## Unit/Bundle 7: South & East Asia

**Pacing Guide:**

**Semester Schools: 3 weeks**

**Block Schools: 1-2 weeks**

<b>Length</b>	3-4 weeks 1-2 weeks	<b>Potential Compelling Questions:</b> How is freedom of movement a basic human right? How does political change affect peoples and places?
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Standard:	Priority or Supporting:
<b>Questioning</b> <b>HS. (C, E, G, UH, WH) I.Q.1</b> Generate compelling questions to frame thinking, inquiry and/or understanding of key civics, economics, geography, U.S. history and world history concepts. <b>HS (C, E, G, UH, WH) I.Q.2</b> 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.	
<b>HS.G.HI.2</b> Analyze how cultural and economic decisions influence the characteristics of various places.	<b><u>Priority Standard</u></b>
<b>HS.G.MM.2</b> Evaluate reasons for the spatial distribution of human populations at different scales on Earth's surface.	<b><u>Priority Standard</u></b>
<b>HS.G.MM.1</b> Analyze how cultural, economic and environmental factors contribute to migration patterns and population distribution at multiple scales.	Supporting Standard
<b>HS.G.HI.1</b> 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 Standard
<b>HS.G.GR.1</b> Interpret the relationships among human and physical patterns and processes at local, national and global scales.	Supporting Standard
<b>HS.C.PR.3</b> Evaluate intended and unintended consequences of public policies locally, nationally and internationally.	Supporting Standard
<b>HS.E.ST.1</b> Draw conclusions regarding the effect of specialization and trade on production, distribution and consumption of goods and services for individuals, businesses and societies.	Supporting Standard
<b>HS.E.IC.3</b> Perform a cost-benefit analysis on a real-world situation, using economic thinking to describe	Supporting Standard

<p>the marginal costs and benefits of a particular situation.</p>	
<p><b>HS.E.IC.4</b> Evaluate how incentives determine what is produced and distributed in a competitive market system.</p>	<p>Supporting Standard</p>
<p><b>Using Evidence</b>  <b>HS (C, E, G, UH, WH) I.UE.1</b> 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.  <b>HS (C, E, G, UH, WH) I.UE.2</b> 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.  <b>HS (C, E, G, UH, WH) I.UE.3</b> 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.</p>	
<p><b>Communicating Conclusions</b>  <b>HS (C, E, G, UH, WH) I.CC.1</b> 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. -  <b>HS (C, E, G, UH, WH) I.CC.2</b> 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.  <b>HS (C, E, G, UH, WH) I.CC.3</b> 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.</p>	

## Unit/Bundle 8: Southeast Asia & Oceania

**Pacing Guide:**

**Semester Schools: 3 weeks**

**Block Schools: 1-2 weeks**

<b>Length</b>	3-4 weeks 1-2 weeks	<b>Potential Compelling Questions:</b> How is population growth to be managed? Why do inequalities in development exist?
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Standard:	Priority or Supporting:
<b>Questioning:</b> <b>HS. (C, E, G, UH, WH) I.Q.1</b> Generate compelling questions to frame thinking, inquiry and/or understanding of key civics, economics, geography, U.S. history and world history concepts. <b>HS (C, E, G, UH, WH) I.Q.2</b> 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.	
<b>HS.G.GR.1</b> Interpret the relationships among human and physical patterns and processes at local, national and global scales.	<b><u>Priority Standard</u></b>
<b>HS.G.GR.2</b> Analyze how environmental factors influence population distributions from place to place.	Supporting Standard
<b>HS.G.MM.1</b> Analyze how cultural, economic and environmental factors contribute to migration patterns and population distribution at multiple scales.	Supporting Standard
<b>HS.G.MM.2</b> Evaluate reasons for the spatial distribution of human populations at different scales on Earth's surface.	Supporting Standard
<b>HS.G.HE.2</b> Analyze how human settlements are influenced by or influence the relationship between people and the environment.	Supporting Standard
<b>HS.G.HI.1</b> 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 Standard
<b>HS.E.ST.2</b> Analyze the role of comparative advantage in international trade of goods and services.	Supporting Standard
<b>Using Evidence:</b> <b>HS (C, E, G, UH, WH) I.U.1</b> Evaluate the credibility of multiple sources representing a variety of perspectives relevant to	



<p>compelling and/or supporting questions in civics, economics, geography, U.S. history, and world history.</p> <p><b>HS (C, E, G, UH, WH) I.U.E.2</b> 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.</p> <p><b>HS (C, E, G, UH, WH) I.U.E.3</b> 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.</p>	
<p><b>Communicating Conclusions</b></p> <p><b>HS (C, E, G, UH, WH) I.CC.1</b> 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. -</p> <p><b>HS (C, E, G, UH, WH) I.CC.2</b> 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.</p> <p><b>HS (C, E, G, UH, WH) I.CC.3</b> 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.</p>	