

# Family-Friendly Guides to the SC Social Studies Standards for Human Geography

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The South Carolina Social Studies College- and Career-Ready Standards:

- Outline the knowledge and skills students must master so that, as high-school graduates, they have the expertise needed to be successful in college or careers.
- Provide a set of grade-level standards that offer opportunities for inquiry so that students may apply their learning in real world situations.
- Ensure that no matter where a student lives in South Carolina, the expectations for learning are the same.

Human knowledge now doubles about every three years. Therefore, revision of South Carolina's standards occurs periodically to respond to this growth of knowledge and increase of needed skills so our students will be ready for college or jobs. The College- and Career-Ready Standards prepare students for dealing with the growing mass of information by not only emphasizing content knowledge but by also stressing discipline-specific skills, an avenue for thematic learning, and opportunities for student inquiry in every grade level.

South Carolinians developed these academic standards for South Carolina's children. The Social Studies Standards are aligned with the Profile of the South Carolina Graduate, which summarizes the knowledge, skills, and habits employers expect (See [http://sccompetes.org/wp-content/uploads/2016/01/Profileof-the-South-Carolina-Graduate\\_Updated.pdf](http://sccompetes.org/wp-content/uploads/2016/01/Profileof-the-South-Carolina-Graduate_Updated.pdf)). The Profile demands world-class knowledge and skills, emphasizes critical thinking and problem solving, communication, and interpersonal skills.

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## How to Read this Document:

The 2019 South Carolina Social Studies College and Career Ready Standards are made up of four components that work together to offer students an opportunity to learn Social Studies by engaging with content, discipline-specific skills, thematic learning, and inquiry. This document is designed to highlight these four individual components to show how they combine to make up your student's Social Studies class.

Contained within is a summary of the course, a description of the content that will be explored, a list of the discipline specific skills along with how they translate to the grades above or below them, a list of possible questions for inquiry for your student, and additional resources.

## Summary of the course:

Students study Earth's human geography beginning with the use of maps and other geographic representations, geospatial technologies, and spatial thinking to understand and communicate geographic information. Students will examine patterns and processes of how human characteristics and activities vary across Earth's surface and how humans understand, use, and alter the surface of Earth. Conceptual in nature rather than place specific, this course is organized systematically around the topics of population and migration geography, economic geography, cultural geography, political geography, and urban geography. Students will also learn to employ spatial concepts and landscape analysis to examine human patterns and processes and their environmental consequences.

# Family Friendly Guide for Human Geography

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## Content Exploration

Standard:	Summary
<b>1: Population and Migration</b>	Students will explore how human populations and migration patterns vary across Earth’s surface and change through time. The interaction between human and environmental conditions helps to explain the characteristics, spatial distributions, and movements of human populations.
<b>2: Economic Development</b>	Students will explore how varying degrees of economic development exist across Earth and help to define and differentiate regions of the world. Communication, economic, and transportation systems are spatially organized and global interdependence results through continuous change and increasing interconnections.
<b>3: Central Patterns and Processes</b>	Students will explore how there are many regional variations of culture and cultural patterns and processes which lead to varying levels of cultural isolation and interaction. Ethnic, linguistic, and religious cultural characteristics create unique cultural landscapes across Earth’s surface.
<b>4: Political Organization of Space</b>	Students will explore how the Earth is globally interdependent, yet locally controlled. Through forces of globalization and regional variations, Earth’s territorial divisions are capable of cooperation or conflict that result in continual change of the modern state system.
<b>5: Urban Land Use</b>	Students will explore how human settlements, both urban and rural, vary according to their distribution, function, and patterns. Human settlements and the processes of urban development result in continual change of the urban landscape.

## Skills Focus

Skills are necessary across the social studies for the student’s understanding of the content to be taught at each grade level. The study of history, economics, geography, and civics and government each require unique, discipline-specific practices and these practices are embedded in each standard through individual indicators.

<b>Skills</b>	<b>Grade 3: Contemporary World Geography</b>	<b>Grade 7: Geography of World Regions</b>	<b>Human Geography</b>
<b>Mapping</b>	Identify, use, interpret, and construct <b>large-scale</b> maps.	Identify, use, interpret, and construct <b>regional-scale</b> maps.	Identify, use, interpret, and construct <b>local through global</b> scale maps.
<b>Models and Representation</b>	Identify, use, interpret, and construct <b>basic</b> geographic models and other visual representations.	Identify, use, interpret, and construct geographic models and other visual representations at the <b>regional scale</b> .	Identify, use, interpret, and construct geographic models and other visual representations from <b>local to global scales</b> .
<b>Gather Evidence and Communicate Findings</b>	Identify, use, and interpret different forms of evidence, including primary and secondary sources.	Identify, use, and interpret different forms of evidence, including primary and secondary sources, at the <b>regional scale</b> .	Identify, use, and interpret different forms of evidence, including primary and secondary sources, from <b>local to global scales</b> .
<b>Conditions, Connections, and Regions</b>	Identify and compare the development of conditions, connections, and regions.	Identify, compare, and <b>evaluate</b> the development of conditions, connections, and regions.	Identify, compare, and evaluate the development of <b>complex</b> conditions, connections, and regions.
<b>Scale</b>	Identify spatial hierarchies.	Identify and <b>compare</b> spatial hierarchies.	Identify, compare, and <b>interpret</b> spatial hierarchies.
<b>Distribution and Patterns</b>	Identify spatial distributions, patterns, and associations.	Identify and <b>analyze</b> spatial distributions, patterns, and associations.	Identify, analyze, and <b>explain</b> spatial distributions, patterns, and associations.

## Themes Focus

Thematic instruction allows for information to be categorized into organized concepts. Analysis of overlapping themes allow students to move away from memorization of historical events and toward becoming 21st century learners who can use thematic content for new learning, problem solving, and genuine inquiry. Thematic instruction allows for students to make connections between content within a course and between various courses to deepen their understanding. Social Studies involves the development of civic dispositions and working with instructional themes to allow students to not only learn social studies content, but to apply flexible thinking to the content and be able to address societal issues in a responsible manner.

Theme Name	Theme Description
<b>Places and Regions</b>	The PR theme encourages the study of the experiences of humans organized into geographic regions. Regions describe places that are characterized by similar physical and human conditions.
<b>Environment and Resources</b>	The ER theme encourages the study of Earth’s physical systems (e.g., climate, landform, vegetation) and how human activities modify the environment, bringing both benefits and costs. The distribution of natural resources varies spatially and temporally, resulting in different political and economic relationships.
<b>Human Systems</b>	The HS theme encourages the study of various human activities and characteristics across Earth’s surface. The spatial distribution and movement of populations and the resultant changes form the basis of understanding. Cultural characteristics, economic systems, political systems, and settlement patterns are further examples of how human landscapes vary spatially.
<b>Applied Geography</b>	The AG theme encourages the study of how geographic literacy and geographic skills, such as mapping, are used to solve problems. An understanding of past and present spatial organizations of Earth enables people to better understand and plan for the changes in human and physical phenomena in the future.

## **Inquiry Focus**

Inquiry supports students’ learning by offering an avenue for discovery about the world around them. Using the tools students learn in their Social Studies classes, the possible questions for inquiry engage students in discovery by encouraging them to be inquisitive and analyze information. This allows them to make arguments and draw conclusions about the content with which they engage by applying the discipline-specific skills for their course.

### Possible Questions for Inquiry for your Human Geography Student:

- Where do people live and why?
- Where do they move and why?
- How does migration shape good and effective government policy?
- How does migration impact settlements and surrounding environments?
- Why does economic development vary in world regions?
- How do we measure development? How do we know how developed a country is?

- Why are certain types of jobs more likely to be present in different regions?
- Why are certain systems are needed in an interconnected world?
- How is a global economy fueled?
- How do popular and folk cultures develop differently?
- How are various cultural characteristics distributed?
- How can society influence the development of cultural characteristics?
- How can culture impact landscapes?
- How and why did the modern state system develop?
- Why are governments organized the ways they are?
- How does globalization affect the world today?
- Why do countries fight? Why do countries work together?
- Why do states spatially organize their governance systems the way they do?
- What is the process for creating boundaries between political units?
- Why are territories divided the ways they are?
- What are the typical characteristics and functions of cities around the world?
- How does land usage differ in cities around the world?
- What are the various challenges faced by urban and rural settlements?
- How does size impact opportunities in a city?
- How does the development of a region impact relationships in an increasingly interconnected world?

### **Additional Resources:**

- [2019 South Carolina Social Studies College- and- Career- Ready Standards](#)
  - The full standards document can be found by clicking the link above, or by visiting: <https://ed.sc.gov/instruction/standards-learning/social-studies/standards/>
- [South Carolina Social Studies Instructional Guides](#)
  - The most updated Alignment Guides and Inquiry Units of Instruction can be found by clicking the link above, or by visiting: <https://ed.sc.gov/instruction/standards-learning/social-studies/resources/>
- [South Carolina ETV](#)
  - The site may also be found by visiting: <https://www.sctv.org/>
- [South Carolina Remote Learning](#)
  - These are websites that are identified by grade level and content range for your student.
  - The site may also be found by visiting: <https://scremotelearning.com/parents-students/>

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