Elementary Group Summary Chart for a Progression page 1

|  |
| --- |
| Anchor Standard # **10 Human Populations: Spatial Patterns and Movements** *Analyze the movements and spatial patterns of human populations (size, composition, distribution) to determine the relationships between these spatial patterns and physical, political, economic and technological phenomenon.*What is the overall intent of this anchor standard? |
| Grade Level | Brainstorm ideas about what students need to KNOW or DO to show mastery of this standard…. | Possible Examples for Context | Possible Connections to other Standards or other subjects |
| K- **K. GR. 10** [**Human Populations Spatial Patterns and Movements**](#humanpopulations)Explain how and why people move. |  |  |  |
| 1st grade **1.GR.10** [**Human Populations Spatial Patterns and Movements**](#humanpopulations)Explain why and how goods and ideas move to meet daily needs. |  |  |  |
| 2nd grade **2.GR.10** [**Human Populations Spatial Patterns and Movements**](#humanpopulations)Describe connections between the physical environment and the economic activities of a place. |  |  |  |

Elementary Group Summary Chart for a Progression page 2

|  |
| --- |
| Anchor Standard # **10 Human Populations: Spatial Patterns and Movements** *Analyze the movements and spatial patterns of human populations (size, composition, distribution) to determine the relationships between these spatial patterns and physical, political, economic and technological phenomenon.*What is the overall intent of this anchor standard? |
| Grade Level | Brainstorm ideas about what students need to KNOW or DO to show mastery of this standard…. | Possible Examples for Context | Possible Connections to other Standards or other subjects |
| 3rd grade **3.GR.10** [**Human Populations Spatial Patterns and Movements**](#humanpopulations)Explain how human settlements and movements relate to the availability of natural resources. |  |  |  |
| 4th grade **4.GR.10** [**Human Populations Spatial Patterns and Movements**](#humanpopulations)Explain how cultural and environmental characteristics affect the distribution and movement ofpeople, goods and ideas. |  |  |  |
| 5th grade **5.GR.10** [**Human Populations Spatial Patterns and Movements**](#humanpopulations)Analyze the effects of devastating environmental events and technological advancements onhuman settlement and movement. |  |  |  |

Middle School Group Summary Chart for a Progression

|  |
| --- |
| Anchor Standard # **10 Human Populations: Spatial Patterns and Movements** *Analyze the movements and spatial patterns of human populations (size, composition, distribution) to determine the relationships between these spatial patterns and physical, political, economic and technological phenomenon.*What is the overall intent of this anchor standard? |
| Grade Level | Brainstorm ideas about what students need to KNOW or DO to show mastery of this standard…. | Possible Examples for Context | Possible Connections to other Standards or other subjects |
| 6th grade **6. GR. 10** [**Human Populations Spatial Patterns and Movements**](#humanpopulations)Explain how transportation and communication technology influence spatial connectionsamong human settlement and affect the diffusion of ideas and cultural practices. |  |  |  |
| 7th grade **7. GR. 10** [**Human Populations Spatial Patterns and Movements**](#humanpopulations)Analyze how relationships between humans and environments extend or contract spatialpatterns of settlement and movement. |  |  |  |
| 8th grade **8.GR.10** [**Human Populations Spatial Patterns and Movements**](#humanpopulations)Evaluate the influences of long-term human-induced environmental changes on spatial patterns. |  |  |  |

High School Group Summary Chart for a Progression page 1

|  |
| --- |
| Anchor Standard # **10 Human Populations: Spatial Patterns and Movements** *Analyze the movements and spatial patterns of human populations (size, composition, distribution) to determine the relationships between these spatial patterns and physical, political, economic and technological phenomenon.* What is the overall intent of this anchor standard? |
| Grade Level | Brainstorm ideas about what students need to KNOW or DO to show mastery of this standard…. | Possible Examples for Context | Possible Connections to other Standards or other subjects |
| **HS1.GR.10** [**Human Populations Spatial Patterns and Movements**](#humanpopulations)Analyze how migration patterns and human population distribution are influenced by andinfluence historical events, ideas, technology and cultural practices. |  |  |  |
| **HS2.GR.10** [**Human Populations Spatial Patterns and Movements**](#humanpopulations)Evaluate the impact of economic activities on geographical arrangements in urban, suburbanand rural areas. |  |  |  |
| High School Group Summary Chart for a Progression page 2Anchor Standard # **10 Human Populations: Spatial Patterns and Movements** *Analyze the movements and spatial patterns of human populations (size, composition, distribution) to determine the relationships between these spatial patterns and physical, political, economic and technological phenomenon.* What is the overall intent of this anchor standard? |
| Grade Level | Brainstorm ideas about what students need to KNOW or DO to show mastery of this standard…. | Possible Examples for Context | Possible Connections to other Standards or other subjects |
| **HS3.GR.10** [**Human Populations Spatial Patterns and Movements**](#humanpopulations)Evaluate the impact of political decisions on spatial patterns in urban, suburban and rural areas. |  |  |  |
| **HS4.GR.10** [**Human Populations Spatial Patterns and Movements**](#humanpopulations)Evaluate the influence of long-term climate variability on human migration and settlementpatterns, resource and land use at local to global scales. |  |  |  |