Elementary Group Summary Chart for a Progression page 1

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| 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 why and how people, goods and ideas move from place to place.* |  |  |  |
| 1st grade **1.GR.10** [**Human Populations Spatial Patterns and Movements**](#humanpopulations)*Compare the economic activities of various communities and their impact on 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 location.* |  |  |  |

Elementary Group Summary Chart for a Progression page 2

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| 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 of people, goods and ideas.* |  |  |  |
| 5th grade **5.GR.10** [**Human Populations Spatial Patterns and Movements**](#humanpopulations)*Analyze the effects of devastating environmental and technological events on human settlement and movement* |  |  |  |

Middle School Group Summary Chart for a Progression

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| 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 connections among 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 spatial patterns 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 with conflict and cooperation.* |  |  |  |

High School Group Summary Chart for a Progression page 1

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| 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 and influence 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, suburban and 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 economic activities on geographical arrangements 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 settlement patterns, resource use and land use at local to global scales.* |  |  |  |