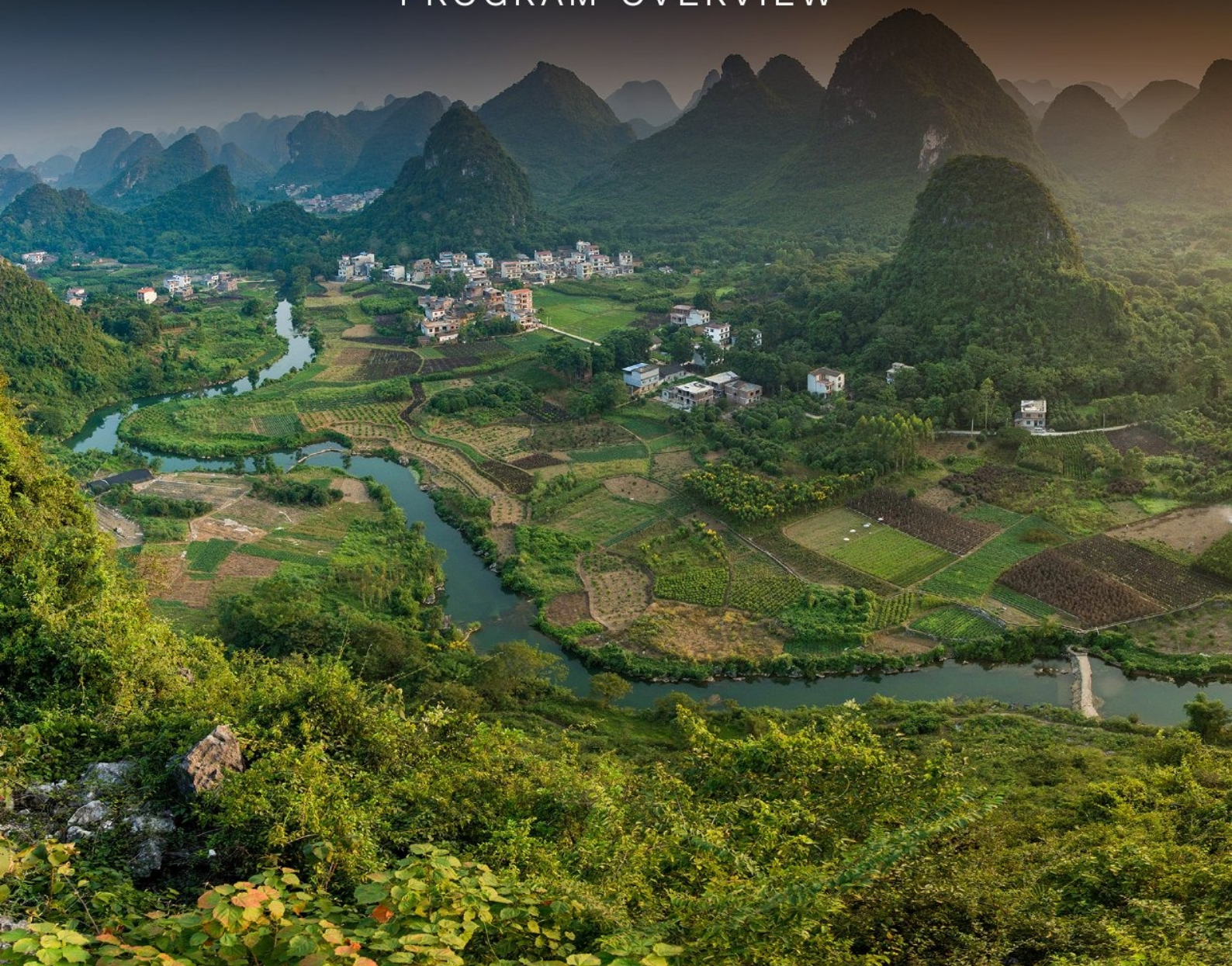


# WORLD CULTURES & GEOGRAPHY

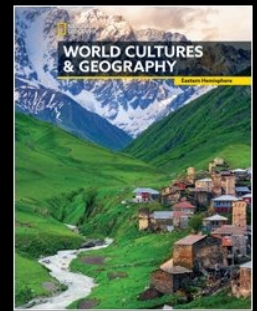
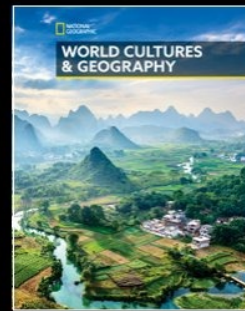
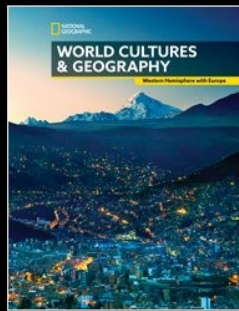
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## PROGRAM OVERVIEW



# HARNESS THE POWER OF EXPLORATION AND STORYTELLING TO INSPIRE CURIOSITY WITH NATIONAL GEOGRAPHIC RESOURCES

Featuring National Geographic's stunning photography, detailed maps, and captivating storytelling along with an immersive digital course, *National Geographic World Cultures & Geography* brings the world into the classroom with a focus on critical thinking, map skills, and global citizenship. This course engages students and equips them with the knowledge and skills necessary to navigate our interconnected world. Materials are available in a comprehensive edition; *National Geographic World Cultures & Geography*\* (including all regions of the world), an Eastern Hemisphere edition, and a Western Hemisphere with Europe edition (print and digital).



\*Available in Spanish

## ***National Geographic World Cultures & Geography* also includes:**

- Extraordinary visuals and an engaging narrative with powerful National Geographic storytelling that bring the world into the classroom
- Alignment to the College, Career, and Civic Life (C3) Framework approach with hands-on mapping activities and project-based learning modules that promote student inquiry and critical-thinking
- Opportunities to create real-world connections with National Geographic Explorer features that connect the human story
- An immersive, easy-to-use digital course that delivers engaging activities, robust assessments, and support tools for teachers



Effective pedagogy through classroom dialogue and questioning.



Guided learning and structured group projects.



Whole-class, small-group, partner work, and individual activities.



Critical-thinking skills and geographic analysis, research skills, maps and data literacy, and document-based questions.



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# INSPIRE STUDENTS TO EXPLORE THE WORLD AND GLOBAL CULTURES

## The Power of Exploration and Storytelling Inspires Students' Curiosity

### Places of Encounter

Spark students' curiosity with **Places of Encounter** that introduces diverse viewpoints and helps students recognize the interconnectedness of the world and prepare them for a global society.



### Powerful Imagery and Connections to World Cultures

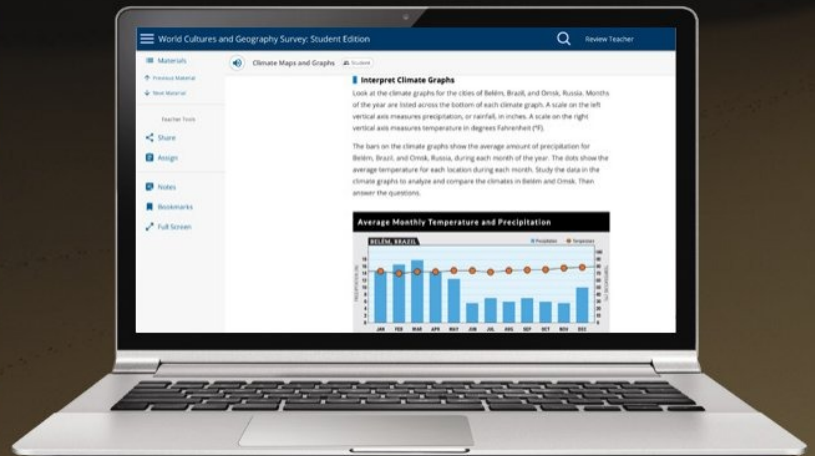
Impactful imagery invites students to engage in critical thinking, draw them into a compelling narrative, and connect with regional cultures around the world. **Critical Viewing** questions accompany the National Geographic photographs to further engage students in discussion.



**CRITICAL VIEWING** Brihadeeswara temple in southern India, which was completed in 1010, is a shrine to the Hindu god Shiva. How is it similar to other religious buildings you have seen?

### Hands-on Mapping and Data Literacy Skills

Students will be immersed in hands-on mapping activities with **Connecting Maps and Data** end-of-unit projects, which support problem-solving skills and help students learn to interpret maps, navigate spaces, and comprehend geographic relationships.



National Geographic maps are used as a teaching tool throughout the book. With these tools, students will develop the skills necessary for using geographic representations and technologies to acquire, process, and report information from a spatial perspective.

## Student-Centered Learning Through Inquiry

National Geographic World Cultures & Geography supports the College, Career, and Civic Life (C3) inquiry arc through supportive features such as **Project-Based Learning**. Students experience a fresh approach to collaborative projects, and small-group, individual, or partner discussions based on **Essential questions**, **Critical Viewing questions**, **College & Career Readiness activities**, **National Geographic Connection with Inquire & Extend activities**, and **Connecting Maps and Data**.



## Explorer Video Library

National Geographic videos bring the classroom to life with engaging videos. The Explorer Video Library gives students an up-close look at National Geographic Explorer adventures and connects to the content.

## Understand the Impact of Significant Historical Events

Historical **Time Lines** place events to further understand the human impact of a region. Each shows the chronological sequence of key dates to enhance students' visualization of important events and their impact on the world.



► Visit [NGL.Cengage.com/WCG](https://www.ngl.cengage.com/WCG) to learn more.

# LEARN ABOUT THE WORLD THROUGH GEOGRAPHIC DISCOVERY

## Students Critically Think, Analyze, and Connect With World Cultures



### Interactive Digital Mapping Tools

Teachers and students can manipulate authentic National Geographic–produced maps via the MapMaker tool to illuminate and enhance analysis and challenge students to improve their spatial-thinking abilities.

**GIS StoryMaps** are state-of-the-art combinations of digital maps, graphs, and images that work together to illuminate and synthesize key content points from a chapter. Students can manipulate maps and data sets to see the connection between ideas in new and unexpected ways. There are 12 StoryMaps included in this course.

**12.7 GLOBAL ISSUES**  
**The Effects of Environmental Disasters**

Some regions in the world are threatened by natural disasters, such as hurricanes and earthquakes. Some regions also face environmental disasters that happen when human activity harms the soil, plants, animals, and people who live in a place.

**Main Idea** Environmental disasters and human activity have severely damaged parts of Russia and the Eurasian republics.

**The Chernobyl Disaster**  
 On April 26, 1986, a nuclear reactor at a Soviet power plant in Chernobyl, Ukraine, exploded and caught fire. It was the worst nuclear disaster in history. A radioactive cloud rose thousands of feet into the sky and spread over parts of Ukraine, Belarus, and Russia. Something becomes **radioactive** when it gives off harmful energy caused by the breakdown of atoms, and this cloud was caused by a complete meltdown of the nuclear fuel in the power plant. Winds carried the **fallout**, or nuclear particles, into Europe. The results were devastating. Thirty people died following the accident after being exposed to radioactive material. Eventually, thousands of people in the area developed health problems. Some children born to exposed parents carried the effects in their genes. Radioactive ash also got into the milk of cows that grazed on **contaminated**, or infected, grass. This increased the risks of thyroid cancer found in people who drank the milk—especially children. Millions of people live on contaminated land, and officials are still studying the long-term effects of the disaster on people and the environment.

**Region: The Dogs of Chernobyl**  
 During the Chernobyl disaster, people living near the plant had to evacuate immediately. Many were forced to leave behind pets behind. Soon after, the government banned horses and entry into an 18.6-mile radius around the plant. The animals were left on their own. Some dogs survived, and some of their descendants have become a thriving breed, or self, dog population. Scientists have found that these dogs are mostly German Shepherds that are related to one another. There are distinct genetic differences between them and dog populations living just a few miles away. In 2017, researchers established the Chernobyl Dog Research Initiative to provide the dogs with veterinary care and boost funding. Why do you think scientists are interested in studying the long-term effects of the disaster on the dogs?

388 Chapter 12

### Encourage Students to Think Globally

**Global Issues** lessons provide additional reading to further explore modern-day issues facing the regions in *World Cultures & Geography*. Students are asked to form their own opinions and explain their rationale based on the information and data from the reading.

**National Geographic Explorers** experiences provide students with role models working on key geographic expeditions across the world. Students get a glimpse into the contributions to the scientific and historical record. Impactful National Geographic photography draws students into a compelling narrative of world cultures.

**3.4 NATIONAL GEOGRAPHIC EXPLORER BRIAN HIGGINS**  
**Exploring an Ancient Homeland**

"Archaeology is a way to learn more about who we are as a people, our past, and a way to better protect our cultural heritage." — Brian Higgins

**Main Idea** National Geographic Explorer Brian Higgins explores the thousands-year-old relationship between the Chumash people and their environment in the Channel Islands and on the California Coast.

**Ancient Ancestors**  
 National Geographic Explorer Brian Higgins is an archaeologist and a tribal descendant of the Santa Ynez Band of Chumash Indians. "When I am in the field or doing research," he explains, "I am returning home to areas where my people have lived for thousands of years." Excavations of Chumash sites on the Channel Islands have found bones more than 13,000 years old—the oldest known human remains in North America. Higgins's knowledge of the Chumash community is informed by his own archaeological work and his ancestry. He is the a descendant of Maria Sines, a tribal matriarch (female community leader) who helped preserve their language and culture. According to one origin myth, the Chumash people flourished from a seed in the soil of the Channel Islands. "The Channel Islands are a very important part of our heritage and our identity," Higgins explains.

The Chumash no longer live on the Channel Islands, but they called the area home for over 13,000 years. Before the arrival of the Spanish in the 1700s, the Chumash population in California was around 22,000. By the early 1800s, after the Chumash were brought to the Spanish missions, many had died from European diseases. The last surviving Chumash were forcibly removed from the Channel Islands in the 1850s. Today, there is only one federally recognized Chumash tribe, and several tribes that are still not officially recognized.

**Cutting-Edge Archaeology**  
 Higgins collects plant, water, and soil samples from throughout the Chumash homeland—the area between the western San Joaquin Valley, Paso Robles, Malibu, and the Channel Islands—for his research. Plants absorb the element strontium from water, and humans and animals get it from eating the plants. By measuring and comparing variation in strontium ratios of the samples, archaeologists can create a map of where ancient people lived and moved. In other words, strontium can tell the story of human interaction with their environment.

This technique has revolutionized archaeology in the past 20 years. Higgins's goal is to create a strontium database to make it easier to understand Chumash origins, patterns of movement, and travel on past animal species. "I think using archaeology to understand my community's past is amazing," he says.

**Geographic Thinking**

**1. Reading Check** Why are the Channel Islands an important part of the Chumash identity?

**2. Make Inferences** How might strontium analysis be used to find connections between prehistoric Chumash communities in the Channel Islands and on the mainland?

100 Chapter 3

These photographs, symbols, patterns, and other objects were used to tell stories by Chumash artists.

## Document-Based Questions

Document-based questions (DBQs) can be found throughout the print and digital student editions. DBQs deepen students' investigation and evaluation of sources, including charts, graphs, maps, photographs, and primary and secondary sources.



**7.6 DOCUMENT-BASED QUESTION**  
**Simón Bolívar on Independence**

For more than 300 years, most of South America was ruled by the Spanish. Many countries began pressing for independence in the early 1800s, but making the **transition**, or change, from colonial rule to independence was difficult. Simón Bolívar led the revolution against the Spanish. Bolívar was born in 1783 to a wealthy family in Caracas, Venezuela. Both of his parents died when he was still a child. After their deaths, Bolívar's uncle managed his education and sent him to Europe. There, Bolívar learned new ideas about freedom and government.

In 1810, Bolívar joined the independence movement in Venezuela. Bolívar earned the nickname "the Liberator" for his brave efforts against the Spanish during the struggle for independence. To **liberate** means to set someone or something free. Bolívar is also often referred to as the "George Washington of South America." Present-day Bolivia was named in his honor.

Caracas, where Bolívar's first congressional address in 1810 took a historic turn.

**1 PRIMARY SOURCE: DOCUMENT**  
Excerpt from "Letter from Jamaica" (1815), written when Bolívar was living in exile from a state of forced absence from his country.

**2 PRIMARY SOURCE: DOCUMENT**  
Excerpt from the "Angerous Address" (1815), a speech Bolívar gave to the city of Angostura to encourage Congress to establish a new political system.

**3 PRIMARY SOURCE: ATTRACT**  
Painting of Simón Bolívar, "What Bolívar Knew All: Liberator" (Speranza Portrait of the Liberator) by Tito Salas, 1936.

**CONSTRUCTED RESPONSE**  
How would you describe the overall tone of Bolívar's words in this passage?

**CONSTRUCTED RESPONSE**  
How would you describe Bolívar's "fast and" "powerful" feeling, according to Bolívar?

**CONSTRUCTED RESPONSE**  
What traits did Bolívar have to present Bolívar as a liberator?

**Synthesize & Write**

- Review: Review your answers to the three Constructed Response questions.
- Recall: On your own paper, write down the main idea expressed in each source.
- Construct: Use your notes to write a topic sentence that answers this question: Why did Bolívar want to liberate South America from Spanish rule?
- Write: Using evidence from each source, write a detailed paragraph that supports your topic sentence.

South America Geography & History | 231

## Geographic Thinking

Geographic Thinking questions at the end of each lesson are used for students to check for understanding, make inferences, draw conclusions, form opinions and analyze visuals.



## Infographics, Charts, and Models

Infographics, charts, and models appear throughout the print and digital editions. Each infographic, chart, or model is accompanied by **Geographic Thinking** questions to deepen student understanding. These activities range in level of complexity and many involve more practice with interpreting data and graphing. All skills involve higher-order thinking.

**Human-Environment Interaction | Permafrost and Climate Change**

When something has the word "permanence" in its name, you expect it to last for a long, long time. Unfortunately, permafrost is no longer as "permanent" as it used to be. This layer of frozen permafrost that has covered two-thirds of Russia's tundra for thousands of years is now at risk from rising climate temperatures.

When permafrost thaws, the ground becomes wet and soft. This means, among other things, that this wouldn't be a problem if Russia was just a vast, empty landscape. But Russia is home to millions of people who live along the permafrost. As the permafrost melts, everything that is built on the surface—including homes, farms, buildings, roads, bridges, pipelines, and other cities—is no longer resting on a solid foundation. When the ground beneath buildings and roads can't support their weight, they collapse.

In 2020, a Russian fuel tank in the city of Norilsk tilted, spilling 21,000 tons of diesel fuel into nearby rivers and soil. Some experts believe that the collapse was due in part to support structures that were weakened by melting permafrost. The result was a severely damaged ecosystem.

If collapsing cities weren't enough of a problem, melting permafrost also carries dangers into the atmosphere. Usually, permafrost acts like a giant freezer, locking all kinds of matter deep inside the frozen ground, including things like carbon. Millions of years ago, prehistoric animals died along with the plants they ate. The remains of the plants and animals left behind eventually turned into carbon that was frozen underground. Now, as permafrost melts, it releases carbon dioxide into the air and also **methane**—a colorless, odorless gas that traps the Earth's heat over Earth. Because the permafrost in Russia covers such a huge area of Earth's land, the heat causes huge problems. Just the permafrost under the Siberian tundra alone could release up to 10 times as much methane as what is in the atmosphere now. Some experts believe this could cause temperatures across the world to rise higher and faster. What problems do you think rising temperatures might cause in other regions of the world?

1 Organic matter is trapped in the permafrost.  
2 Methane is released into the atmosphere.  
3 Methane is released into the atmosphere.

Russia & the European Republics Geography & History | 351

**CHARLOTTE, NORTH CAROLINA**

**Large-Scale Map** This detailed map shows only part of the city of Charlotte. It shows details like street names and the names of important buildings. It does not show details like lines of longitude and latitude. On this map's scale, a half inch on the map represents a quarter mile on Earth.

**NORTH CAROLINA**

**Medium-Scale Map** This map shows the entire state of North Carolina. It includes fewer details than the large-scale map because it covers a larger area.

**EARTH'S FOUR SEASONS: NORTHERN HEMISPHERE**

Spring Equinox (March 21)  
Summer Solstice (June 20 or 21)  
Autumn Equinox (September 23)  
Winter Solstice (December 21 or 22)

365 Days  
24 Hours

ANALYZE MODELS When do the sun's rays hit the Southern Hemisphere most directly? This marks the beginning of which season?

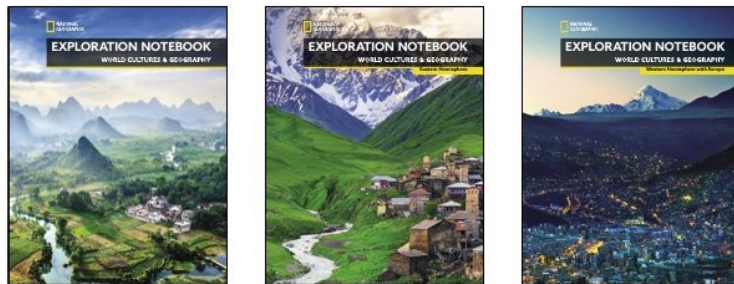
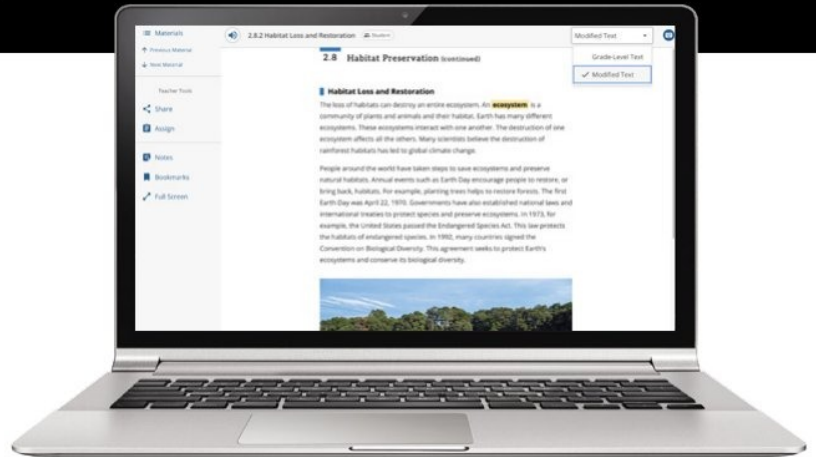
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# ENSURE EQUITY FOR ALL STUDENTS

Respect for Each Student's Background and Cultural Identity Is Observed While Providing Valuable Learning Tools

## MindTap Connects Students to Accessible Materials 24/7

- Put students at the center of their own learning by providing them with **Modified Text** options. Each chapter's content is modified to two grades below reading level and accessible to teachers and students through MindTap, National Geographic Learning's digital resource.
- The **ReadSpeaker** feature reads the text aloud to students as an aid for language learners or striving readers. Students can listen to text being read as an aid to their reading comprehension.

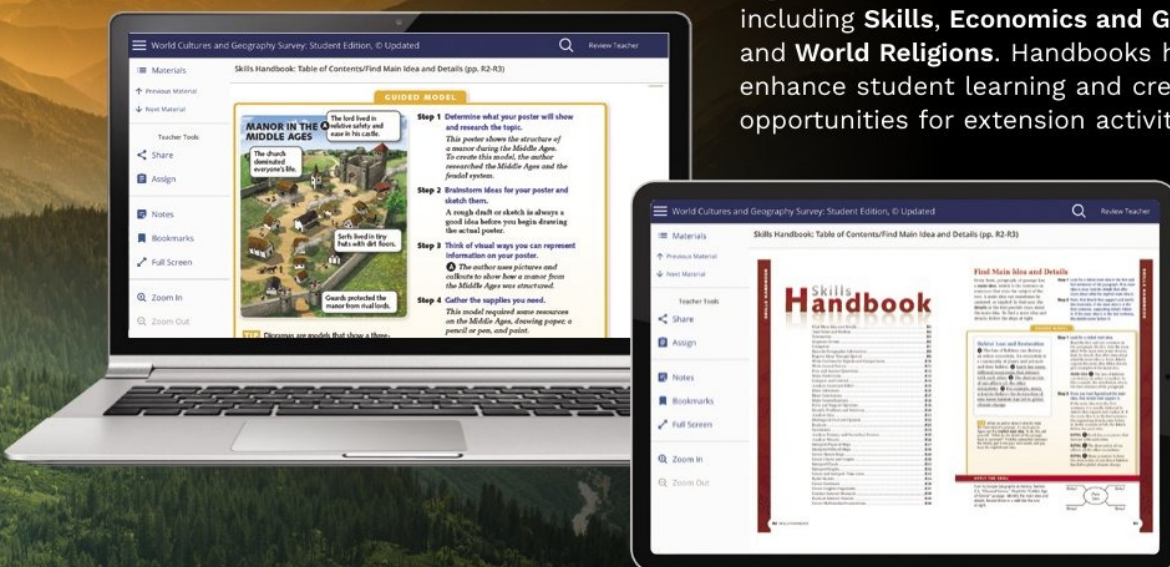


## Exploration Notebook

With engaging reflection activities and vocabulary and note-taking practices, the **Exploration Notebook** will guide students on their journey around the world. These engaging activities ask students to think about issues, form opinions, and provide rationale for those opinions. Students will use the Exploration Notebook to record their thoughts about topics from the text and practice their writing, vocabulary, and map skills.

## Student Handbooks

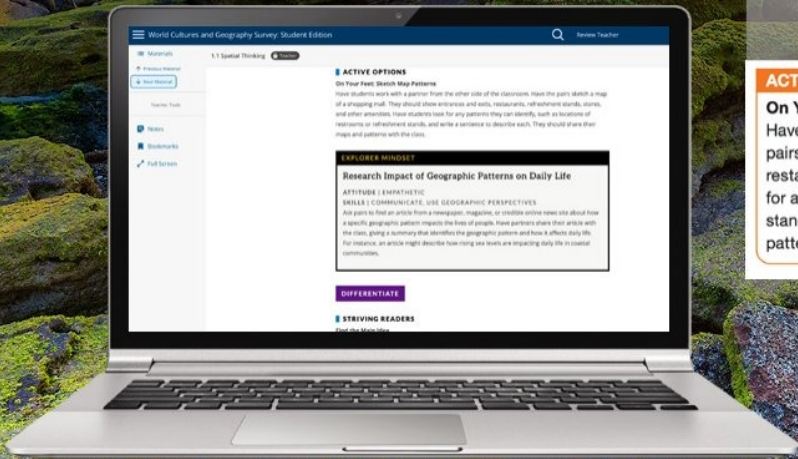
Digital editions have reference handbooks including **Skills, Economics and Government**, and **World Religions**. Handbooks help to enhance student learning and create opportunities for extension activities.



# Active Learning Options

Active Learning Options and instructional strategies included in the Teacher's Edition target specific learning outcomes while engaging students with various learning styles. Suggested strategies support students in reading the text, interpreting visuals, and participating in guided discussions.

On Your Feet activities get students up and moving while they learn, and Explorer Mindset activities have students display the Attitudes, Skills, and Knowledge required of National Geographic Explorers.



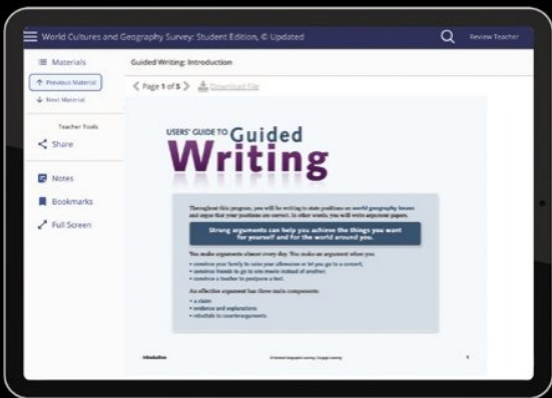
### ACTIVE OPTIONS

#### On Your Feet: Sketch Map Patterns

Have students work with a partner from the other side of the classroom. Have the pairs sketch a map of a shopping mall. They should show entrances and exits, restaurants, refreshment stands, stores, and other amenities. Have students look for any patterns they can identify, such as locations of restrooms or refreshment stands, and write a sentence to describe each. They should share their maps and patterns with the class.

# English Language Arts Support

Students have access to vocabulary practice, reading and note-taking practice, reading strategies, and map interpretations through the Student Edition and the Exploration Notebook.



### 1 The Geographer's Toolbox

**VOCABULARY PRACTICE (LESSONS 1.1-1.3)**

- absolute location** (AB-suh-loot-uh-NUH-shuh) n. the exact point where a place is located, identified by latitude and longitude coordinates
- geographic information systems (GIS)** (jee-uh-GEE-ah-lee-uh-MAY-in-fuh-SEE-stuh) n. computer-based devices that show data about specific locations
- geographic pattern** (jee-uh-GEE-ah-TEE-uh) n. a similarity among places
- Global Positioning System (GPS)** (GLE-jee-puh-ZEE-uh-uh-uh-uh-uh-uh-uh) n. a satellite system based in space that finds absolute location and time anywhere on Earth
- relative location** (REE-lee-uh-uh-uh-KAY-uh-uh) n. the position of a place in relation to other places
- spatial thinking** (SPAY-shuh-TEE-uh-uh-uh) n. a way of thinking about the arrangement of things on Earth's surface, including where places are located and why they are there

**VISUAL DICTIONARY** Create a visual page of words related to geographic thinking. Write the key vocabulary word above the box. Illustrate the word, and use the word or abbreviation in a short sentence below the box.

### 2 Physical & Human Geography

**READING AND NOTE-TAKING (LESSONS 2.10-2.12)**

**RECORD DETAILS** Use the three diagrams below to record details about culture and civilizations, culture regions, and religions and belief systems as described in Lesson 2.10.

Culture and Civilizations

Culture Regions

Religions and Belief Systems

Visit [NGL.Cengage.com/WCG](http://NGL.Cengage.com/WCG) to learn more.

# I EMPOWER EDUCATORS TO SUPPORT STUDENTS

## Easy-to-Use, Customizable Materials Encourage Flexibility

Ready-to-use resources, such as **Connecting Maps and Data**, **Project-Based Learning**, **Active Learning options**, and flexible and editable **PowerPoint Presentations**, provide multiple activity opportunities for students.

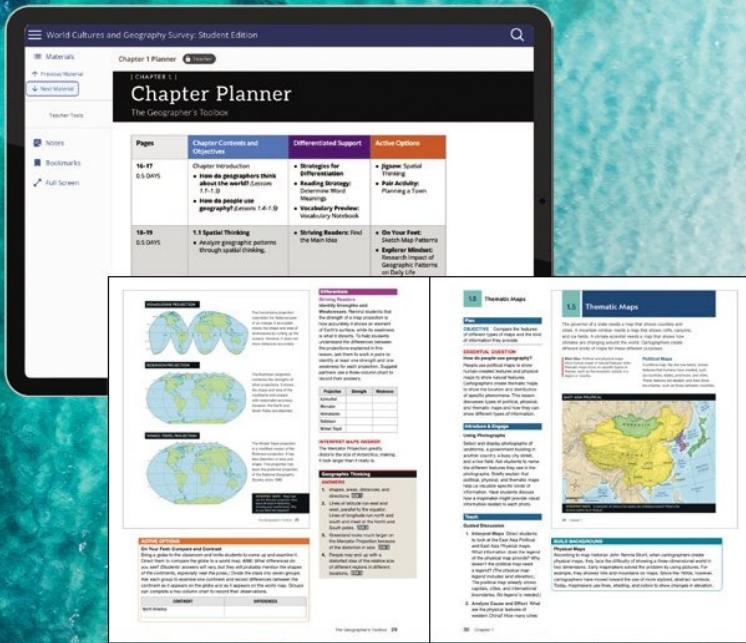


### Teacher's Editions

*National Geographic World Cultures & Geography*, *National Geographic World Cultures & Geography Eastern Hemisphere*, and *National Geographic World Cultures & Geography Western Hemisphere* Teacher's Editions are available in print and digital. Support tools for the teacher include:

- Unit overviews
- Chapter planners
- Videos to introduce the chapter
- Discussion questions
- Strategies for differentiation for every lesson
- Vocabulary skills
- Reading strategies
- Active options
- Primary Source library
- Mapping tools
- College-and-career readiness activities
- Possible student answers and Answer keys
- National Geographic approach





## Guided and Customizable Lesson Plans

- The **Chapter Planner** in the Teacher's Edition provides an overview of the lesson support in each chapter, including the lesson objective, resources needed, **Essential Question**, discussion questions, opportunities for differentiation, and **"On Your Feet" Active Learning** options.
- Teacher features include chapter planners, assessments, resource files, discussion prompts, instruction and notes, and lesson plans.
- Possible Student Responses are provided consistently throughout the Teacher's Edition in italics after questions, discussion prompts, practices, and reviews.

## Differentiation Options to Support All Students

- The **Strategies for Differentiation** in the Teacher's Edition, opens each chapter with ideas to engage various groups of students under the headings **Striving Readers, Inclusion, English Language Learners, Gifted & Talented, and Pre-AP.**

### Strategies for Differentiation

<p><b>Striving Readers</b></p> <p><b>Strategy 1 Preview Chapter Organization</b> Help students understand the chapter and numbering structure that will repeat throughout the book. Use the table of contents in the Chapter Introduction to show that each chapter is divided into lessons. Ask how many lessons are in the chapter. Point out the numbering system of the lessons in each section. Ask students to make random lesson titles, such as the titles of Lessons 1.3 and 1.5. Allow students to scan the pages of the lessons to see how and where each numbered lesson begins and ends. <i>Use with All Lessons</i></p> <p><b>Strategy 2 Introduce Essential Questions</b> Explain that there are Essential Questions for each chapter in the book. Point out the two Essential Questions in the Chapter Introduction. Explain to students that these questions will help them focus on ideas that will be worth thinking about and remembering. Allow students to preview the Chapter Reviews to see that there will be opportunities for reviewing and thinking about these key questions. <i>Use with All Lessons</i> Before students begin Lesson 1.4, have them turn back to the Chapter Introduction to read the second Essential Question.</p> <p><b>Strategy 3 Focus on Main Ideas</b> Ask students to locate the Main Idea statements at the beginnings of Lessons 1.1, 1.2, and 1.3. Explain that these statements summarize the important ideas of the reading and will be useful for helping them pay attention to what matters most in the text. <i>Use with All Lessons</i> Throughout the chapter, help students get in the habit of using the Main Idea statements to set a purpose for reading.</p> <p><b>Inclusion</b></p> <p><b>Strategy 1 Display Cardinal Direction Labels</b> Explain to students that north, south, east, and west are called cardinal directions. Hang labels for north, south, east,</p>	<p>and west on classroom walls and have students stand and turn to face directions as you call them out.</p> <p><b>Use with All Lessons</b> When discussing elements of a map in Lesson 1.4, help students connect the labels in the classroom with the points on a compass rose. Emphasize that north and south on a hanging map on a wall see not the same as up and down.</p> <p><b>Strategy 2 Use Tactile Materials</b> Remind students that the seven continents of the world are Africa, Asia, Australia, Europe, North America, South America, and Antarctica. Provide rough cutouts of the seven continents. Have students arrange them on large flat sheets of paper and label each continent. Then ask students to compare them to the World Regions map in Lesson 1.3. <i>Use with Lesson 1.3</i> As an alternative, have students create the continent cutouts. They can arrange them on the paper or tape them onto an appropriately-sized ball to stimulate a globe.</p> <p><b>English Language Learners</b></p> <p><b>Strategy 1 Introduce Key Word Roots</b> Students at the <b>Beginning, Intermediate, and Advanced</b> proficiency levels benefit from an introduction to these key Greek roots: <i>geo</i>, <i>graph</i>. Display the word geography and show that it comes from the two roots—<i>geo</i>, meaning "Earth," and <i>graph</i>, meaning "to write." Explain that geography is writing about Earth and a geographer is a person who writes about Earth. Then write the word equal for students at the <b>Intermediate and Advanced</b> proficiency levels, explaining that it means "the same." Write equator on the board and point out the root <i>equ</i>. Ask students how the equator involves things that are equal. Then explain in a similar manner the roots in the words <i>hemisphere</i>, <i>cartographer</i>, <i>elevation</i>, and <i>projection</i>. <i>Use with Lessons 1.1, 1.2, and 1.3</i></p> <p><b>Strategy 2 Reinforce Vocabulary</b> Using the map in Lesson 1.3 or a similar world map, have students at the <b>Beginning</b> proficiency level point to the region</p>	<p>or continent where they were born and say: <i>I was born in this region/continent.</i> Have students at the <b>Intermediate and Advanced</b> proficiency levels point to the region or continent where they were born and use the vocabulary to describe where they were born and where their parents were born. <i>Use with Lesson 1.3</i></p> <p><b>Strategy 3 Explain Multiple Meanings</b> Explain that some words in English have more than one meaning. The word scale is an example. Use the scale for the map in Lesson 1.4 to explain that the scale of a map refers to the line that shows how distance is measured on the map. <i>Use with Lesson 1.3</i></p> <p><b>Gifted &amp; Talented</b></p> <p><b>Strategy 1 Plot a Course</b> Have each student plan a trip for another student that includes five world capitals. The student "planner" should give the student "traveler" a list of five cities identified not by name but by latitude and longitude. Each traveler should use the <b>National Geographic Atlas</b> to locate the five cities and then calculate the total distance they will travel one-way on their trip. <i>Use with Lesson 1.4</i></p>
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**Strategy 2 Prepare a Map Collection**  
Challenge students to see who can find the most maps showing the same location (city, state, country, region, or continent) that have been prepared for different purposes (physical, political, or various thematic types of information). Suggest that students also draw a map of the location with a theme of their choosing to add to the collection.  
*Use with Lessons 1.4 and 1.5*

**Pre-AP**

**Strategy 1 Interpret Essential Elements**  
Ask students to think about the six essential elements of geography in Lesson 1.2 and write three questions a geographer might ask when investigating each element. Students may work individually, in pairs, or in teams. Ask students to share and explain their reasoning for choosing the questions. Have them use a chart like the one below to record their questions.

ELEMENT	QUESTIONS
The World in Spatial Terms	1. What is a place's absolute location?
	2.
	3.

*Use with Lesson 1.2*

**Strategy 2 Analyze Patterns**  
Direct students to use the **National Geographic Atlas** to find small-scale maps of three of the regions addressed in the text. Have them analyze the three maps to find any similar patterns among the regions. Ask them to share their findings.  
*Use with Lesson 1.4* If necessary, refer students to the three maps in Lesson 1.4 and ask them to explain the differences between small-scale, medium-scale, and large-scale maps. They can also use classroom or library atlases to find appropriate maps.

## Customer Support 24/7

At National Geographic Learning, we value the importance of providing educator training and support that is:

- Connected to the National Geographic Learning instructional approach and framework.
- Focused on successful integration, access, and use of the technology platform.

Our goal is to provide:

- Training for educators, coaches, and administrators to understand and effectively implement the curriculum and resources.
- Dedicated integration support to ensure successful access for all users.
- Flexible support methods and resources for getting started with the digital resources, such as live group training sessions, 1:1 virtual hands-on educator training, on-demand support, and asynchronous Professional Development videos.

► Visit [NGL.Cengage.com/WCG](http://NGL.Cengage.com/WCG) to learn more.

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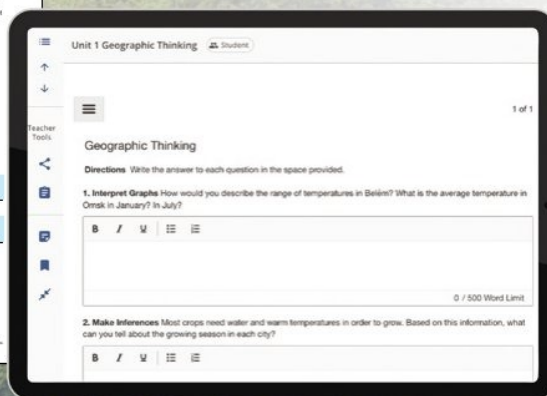
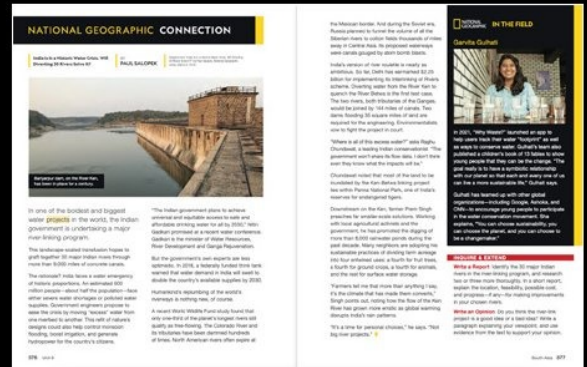
# VARIETY OF ASSESSMENTS

## Formative and Summative Assessments Provide Actionable Data for Educators

### Formative Assessments

National Geographic World Cultures & Geography prepares students through multiple formative assessments and collaborative projects that enable teachers to monitor students' progress, make accommodations, and tailor instruction to individual needs. Students engage in the following:

- **DBQs** to practice working with primary and secondary source materials.
- **Geographic Thinking, Think About It** section reviews, and **Check Your Understanding** digital questions to revisit the main ideas, key vocabulary, skills, and concepts and to make connections.
- **Project-Based Learning** to research an important issue in the local community and provide a solution.
- **Connecting Maps and Data** to support problem-solving skills and help students learn to interpret maps, navigate spaces, and comprehend geographic relationships.
- **National Geographic Connection** that offers a fresh approach to engaging and collaborative projects with Inquire & Extend activities, which are the highest form of authentic learning and are available with every unit.
- **Critical Viewing Questions** to further engage student inquiry.
- **Essential Questions** that are covered at the beginning of each chapter and then again at the end of each chapter review to check for student understanding.



**Summative Assessment**  
Section Quizzes, Chapter Tests, and Unit Map Quizzes offer a combination of open-response questions carefully designed to measure students' understanding and retention of the content. All formative and summative assessments are available in print and digital, and teachers have access to all answer keys.

# EASY TO USE AND EASY TO ACCESS

Digital Resources Are Customizable in MindTap or Through Your Learning Management System (LMS)



## National Geographic Learning Provides Tailored LMS Support for Your District

National Geographic Learning/Cengage and major LMSs provide an enhanced level of integration, including single sign-on, direct activity linking, and grade synchronization with MindTap. We are committed to ensuring a successful start to your school year with collaboration between our National Geographic Learning team and educators. Our Digital Solutions Team will support integrating MindTap with your LMS.

### Create a Seamless Single Sign-On User Experience

With LMS integration, your students are ready to learn on the first day of school. In just a few steps, both you and your students gain access with your district LMS logins. Use our Content Selector to create a unique learning path that blends your content with links to the eBooks, learning activities, assignments, and more.



Google Classroom



schoolology



# STUDENT RESOURCES



## Student Edition (English/Spanish) and Digital Learning Path



- College-and-career readiness activities<sup>+</sup>
- Collaborative Projects<sup>+</sup>
- Unit Inquiry Extension Activities<sup>+</sup>
- National Geographic Photography
- Places of Encounter<sup>+</sup>
- GeoVideo Unit Openers<sup>\*</sup>
- Essential Questions and Main Ideas<sup>+</sup>
- Check Your Understanding questions<sup>\*\*</sup>
- National Geographic Explorer Features<sup>+</sup>
- National Geographic Video Library<sup>\*</sup>
- Primary Source Collection<sup>\*\*</sup>
- National Geographic Atlas<sup>\*</sup>
- Modified Text (same content at two grade levels below the targeted reading level)<sup>\*</sup>
- ReadSpeaker (access an audio version of the text)<sup>\*</sup>
- Digital mapping activities with Esri<sup>®</sup> GIS StoryMaps and National Geographic MapMaker Tool<sup>\*</sup>
- Real-world connections and Project-Based Learning<sup>+</sup>

## Reinforcement and Practice Options



- Exploration Notebook student companion<sup>+</sup> (Available for *World Cultures & Geography*, *World Cultures & Geography Eastern Hemisphere*, and *World Cultures & Geography Western Hemisphere with Europe*)
- Reading and Note-Taking<sup>+</sup>
- Chapter and Unit Reviews<sup>+</sup>
- Vocabulary Practice<sup>+</sup>
- DBQs<sup>+</sup>

## Extra Materials



- Video Library<sup>\*</sup>
- English and Spanish Glossaries
- Student Handbooks<sup>+</sup>

<sup>\*</sup>Indicates Digital Only

<sup>+</sup>Available in Spanish

# TEACHER RESOURCES



## Teacher's Editions and Digital Features



- Chapter and Unit Planners
- Lesson Plans, Instruction, and Guided Discussions
- English Language Arts support
- Differentiated Instruction
- Active Learning Options
- National Geographic Video Library\*
- National Geographic Interactive Map Tool and Esri® GIS StoryMaps\*
- College, Career and Civics Life (C3) Framework alignment
- PowerPoint Presentations and Lecture Notes\*

## Extra Materials



- English and Spanish Glossaries
- Student Handbooks\*
- Exploration Notebook
- Answer Keys

## Assessment and Practice



- Customizable test bank\*
- Auto-Grading Assignments & Assessments with Gradebook\*
- Assignable eAssessments\*
- Usage reports and analytics for online assessments\*

 **Cengage**  
MindTap

\*Indicates Digital Only



For more information, visit [NGL.Cengage.com/WCG](https://NGL.Cengage.com/WCG)

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AUGUST / 2024



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## | CHAPTER 1 |

# Chapter Planner

## The Geographer's Toolbox

Pages	Chapter Contents and Objectives	Differentiated Support	Active Options
16–17 0.5 DAYS	Chapter Introduction <ul style="list-style-type: none"> <li>• <b>How do geographers think about the world?</b> (<i>Lessons 1.1–1.3</i>)</li> <li>• <b>How do people use geography?</b> (<i>Lessons 1.4–1.5</i>)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Strategies for Differentiation</b></li> <li>• <b>Reading Strategy:</b> Determine Word Meanings</li> <li>• <b>Vocabulary Preview:</b> Vocabulary Notebook</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Jigsaw:</b> Spatial Thinking</li> <li>• <b>Pair Activity:</b> Planning a Town</li> </ul>
18–19 0.5 DAYS	<b>1.1 Spatial Thinking</b> <ul style="list-style-type: none"> <li>• Analyze geographic patterns through spatial thinking.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Striving Readers:</b> Find the Main Idea</li> </ul>	<ul style="list-style-type: none"> <li>• <b>On Your Feet:</b> Sketch Map Patterns</li> <li>• <b>Explorer Mindset:</b> Research Impact of Geographic Patterns on Daily Life</li> </ul>
20–21 0.5 DAYS	<b>1.2 Themes and Elements</b> Organize geographic information into five themes and six elements.	<ul style="list-style-type: none"> <li>• <b>Pre-AP:</b> Conduct Research</li> </ul>	<ul style="list-style-type: none"> <li>• <b>On Your Feet:</b> Local Human-Environment Interaction</li> <li>• <b>Explorer Mindset:</b> Track Movement Patterns</li> </ul>
22–23 0.5 DAYS	<b>1.3 World Regions</b> <ul style="list-style-type: none"> <li>• Understand geographic regions and the processes that shaped them.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Inclusion:</b> Interpret Maps</li> <li>• <b>Gifted &amp; Talented:</b> Conduct Research</li> </ul>	<ul style="list-style-type: none"> <li>• <b>On Your Feet:</b> Conduct a Poll</li> <li>• <b>Explorer Mindset:</b> Compare Regions</li> </ul>
24–29 1–2 DAYS	<b>1.4 Map Elements and Projections</b> <ul style="list-style-type: none"> <li>• Understand and compare the essentials of maps and map projections.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Striving Readers:</b> Identify Strengths and Weaknesses</li> <li>• <b>Inclusion:</b> Learn a Mnemonic for Scale</li> <li>• <b>English Language Learners:</b> Develop</li> </ul>	<ul style="list-style-type: none"> <li>• <b>On Your Feet:</b> Map Game, Create a Large-Scale Map, Compare and Contrast</li> <li>• <b>Explorer Mindset:</b> Create a Local Map,</li> </ul>

Pages	Chapter Contents and Objectives	Differentiated Support	Active Options
		Vocabulary	Explore Map Scale
<b>30–33</b> 1 DAY	<b>1.5 Thematic Maps</b> <ul style="list-style-type: none"> <li>Compare the features of different types of maps and the kind of information they provide.</li> </ul>	<b>Inclusion:</b> Understand Population Density <b>English Language Learners:</b> Create Vocabulary Study Cards	<ul style="list-style-type: none"> <li><b>On Your Feet:</b> Create a Physical Map, Map a Theme</li> <li><b>Explorer Mindset:</b> Create a Thematic Map Presentation</li> </ul>
<b>34–35</b> 0.5 DAYS	<b>Chapter Review</b>		<ul style="list-style-type: none"> <li><b>College &amp; Career Readiness:</b> Create a Digital Presentation</li> </ul>

## DIGITAL RESOURCES

### FORMATIVE ASSESSMENT

- Chapter 1 Pretest
- Chapter 1 Reading & Note-Taking
- Chapter 1 Vocabulary Practice

### SUMMATIVE ASSESSMENT

- Chapter 1 Section Quizzes
- Chapter 1 Test A (on level)
- Chapter 1 Test B (modified)

### TEACHER RESOURCES

- Chapter 1 PowerPoint
- Chapter 1 Lesson Plan

### MEDIA RESOURCES

- GeoVideo:** Introduce the Essentials of Geography
- Image Gallery:** The Essentials of Geography
- Unit 1 GIS StoryMap**
- National Geographic Atlas**
- National Geographic MapMaker**
- Primary Source Collection**

- **Cognero Test Bank**

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## | CHAPTER 2 |

## Chapter Planner

## Physical &amp; Human Geography

Pages	Chapter Contents and Objectives	Differentiated Support	Active Options
36–37 0.5 DAYS	<p>Chapter Introduction</p> <ul style="list-style-type: none"> <li>● <b>How is Earth continually changing?</b>(<i>Lessons 2.1–2.4</i>)</li> <li>● <b>What shapes Earth's varied environments?</b> (<i>Lessons 2.5–2.9</i>)</li> <li>● <b>How has geography influenced cultures around the world?</b> (<i>Lessons 2.10–2.12</i>)</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Strategies for Differentiation</b></li> <li>● <b>Reading Strategy:</b> Compare and Contrast</li> <li>● <b>Vocabulary Preview:</b> Knowledge Rating</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Team Word Webbing:</b> Features of Earth</li> <li>● <b>Corners:</b> Environmental Characteristics</li> <li>● <b>Express Ideas Through Speech:</b> Artifacts of American Culture</li> </ul>
38–39 0.5 DAYS	<p><b>2.1 Earth's Rotation and Revolution</b></p> <ul style="list-style-type: none"> <li>● Describe how Earth's tilt, rotation, and revolution around the sun cause the four seasons.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>English Language Learners:</b> Find Main Ideas and Details</li> </ul>	<ul style="list-style-type: none"> <li>● <b>On Your Feet:</b> Team Word Webbing</li> <li>● <b>Explorer Mindset:</b> Research Connections Between Monuments and the Sun</li> </ul>
40–43 1 DAY	<p><b>2.2 Earth's Complex Structure</b></p> <ul style="list-style-type: none"> <li>● Analyze how processes deep within Earth affect its surface.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Striving Readers:</b> Compare Earthquakes and Volcanoes</li> <li>● <b>English Language Learners:</b> Use Prefixes</li> <li>● <b>Gifted &amp; Talented:</b> Create Charts</li> </ul>	<ul style="list-style-type: none"> <li>● <b>On Your Feet:</b> Build Models, Class Quiz</li> <li>● <b>Explorer Mindset:</b> Create a Public Service Announcement</li> </ul>
44–47 1 DAY	<p><b>2.3 Earth's Physical Features</b></p> <ul style="list-style-type: none"> <li>● Identify major physical features and</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Inclusion:</b> Work in Pairs</li> <li>● <b>English Language Learners:</b> Make a</li> </ul>	<ul style="list-style-type: none"> <li>● <b>On Your Feet:</b> Fishbowl, Summarize in Groups</li> <li>● <b>Explorer Mindset:</b> Investigate Early</li> </ul>

Pages	Chapter Contents and Objectives	Differentiated Support	Active Options
	analyze how they affect life on Earth.	Landform Presentation ● <b>Pre-AP:</b> Research the Clean Water Act	Civilizations
48–49 0.5 DAYS	<b>2.4 Through the Lens: Babak Tafreshi</b> ● Analyze photos by Babak Tafreshi and explain how they contribute to an appreciation of physical geography.	● <b>Inclusion:</b> Visualize the Photograph ● <b>Gifted &amp; Talented:</b> Collage the Night Sky	● <b>On Your Feet:</b> Discuss Places to Explore
50–53 1 DAY	<b>2.5 Climate and Weather</b> ● Explain how climate and weather each affect environments and describe how different climate regions affect life on Earth.	● <b>Striving Readers:</b> Write Paragraphs ● <b>English Language Learners:</b> Build Climate Vocabulary ● <b>Gifted &amp; Talented:</b> Produce a Weather Report ● <b>Pre-AP:</b> Research Climate Regions	● <b>On Your Feet:</b> Examine Regional Weather Patterns, Present Oral Histories ● <b>Explorer Mindset:</b> Report on a Weather-Related Disaster or Challenge
54–55 0.5 DAYS	<b>2.6 Extreme Weather and Climate Change</b> ● Analyze how extreme weather can cause destruction and how scientists are working to lessen its effects.	● <b>Gifted &amp; Talented:</b> Make an Action Plan	● <b>On Your Feet:</b> Prepare a Weather Report ● <b>Explorer Mindset:</b> Understand the Impact of Extreme Weather
56–57 0.5 DAYS	<b>2.7 Natural Resources and Sustainability</b> ● Describe the ways in which natural resources sustain human life.	● <b>Striving Readers:</b> Use Reciprocal Teaching	● <b>On Your Feet:</b> Review with the 5Ws and How ● <b>Explorer Mindset:</b> Investigate Renewable Energy Sources
58–59 0.5 DAYS	<b>2.8 Habitat Preservation</b> ● Identify threats to natural habitats and efforts to reduce those threats.	● <b>Inclusion:</b> Learn About Endangered Species	● <b>On Your Feet:</b> Pair Discussion ● <b>Explorer Mindset:</b> Research Local Habitat Preservation Efforts
60–61 0.5 DAYS	<b>2.9 National Geographic Explorer</b>	● <b>Gifted &amp; Talented:</b> Conduct Online	● <b>On Your Feet:</b> Numbered Heads

Pages	Chapter Contents and Objectives	Differentiated Support	Active Options
	<p><b>Diva Amon: Protecting the Deep Ocean</b></p> <ul style="list-style-type: none"> <li>Understand the importance of the world's deep-ocean habitats and the need to protect them.</li> </ul>	Research	
<p><b>62–65</b> 1 DAY</p>	<p><b>2.10 World Cultures, Languages, and Religions</b></p> <ul style="list-style-type: none"> <li>Identify elements of culture, understand how culture regions are defined, and describe major world religions and belief systems and their spread.</li> </ul>	<ul style="list-style-type: none"> <li><b>Striving Readers:</b> Summarize</li> <li><b>English Language Learners:</b> Make a Cultural Booklet</li> </ul>	<ul style="list-style-type: none"> <li><b>On Your Feet:</b> Jigsaw</li> <li><b>Explorer Mindset:</b> Report on Culture, Explore Another's Perspective</li> </ul>
<p><b>66–69</b> 1 DAY</p>	<p><b>2.11 Economic and Political Geography</b></p> <ul style="list-style-type: none"> <li>Understand basic economic concepts and compare different economic systems and forms of government.</li> </ul>	<ul style="list-style-type: none"> <li><b>Striving Readers:</b> Review Key Vocabulary</li> <li><b>Gifted &amp; Talented:</b> Make a Flowchart</li> <li><b>Pre-AP:</b> Write a Persuasive Essay</li> </ul>	<ul style="list-style-type: none"> <li><b>On Your Feet:</b> Numbered Heads, Interview in Pairs</li> <li><b>Explorer Mindset:</b> Make a Country Profile, Expand the Country Profile</li> </ul>
<p><b>70–71</b> 0.5 DAYS</p>	<p><b>2.12 Global Issues: Protecting Human Rights</b></p> <ul style="list-style-type: none"> <li>Analyze the ideas embodied in the Universal Declaration of Human Rights and their impact.</li> </ul>	<ul style="list-style-type: none"> <li><b>Inclusion:</b> Use Echo Reading and Supported Reading</li> <li><b>Gifted &amp; Talented:</b> Make a Documentary About the United Nations</li> </ul>	<ul style="list-style-type: none"> <li><b>On Your Feet:</b> Free Write and Share</li> <li><b>Explorer Mindset:</b> Report on a UN Body or Organization</li> </ul>
<p><b>72–73</b> 0.5 DAYS</p>	<p><b>Chapter Review</b></p>		<ul style="list-style-type: none"> <li><b>College &amp; Career Readiness:</b> Write a Public Service Announcement (PSA)</li> </ul>

## DIGITAL RESOURCES

### FORMATIVE ASSESSMENT

- Chapter 2 Pretest

- Chapter 2 Reading & Note-Taking
- Chapter 2 Vocabulary Practice

## SUMMATIVE ASSESSMENT

- Chapter 2 Section Quizzes
- Chapter 2 Test A (on level)
- Chapter 2 Test B (modified)

## TEACHER RESOURCES

- Chapter 2 PowerPoint
- Chapter 2 Lesson Plan

## MEDIA RESOURCES

- **GeoVideo:** Introduce the Essentials of Geography
- **Explorer Video:** Diva Amon
- **Photographer Video:** Babek Tafreshi
- **Image Gallery:** The Essentials of Geography
- **Unit 1 GIS StoryMap**
- **National Geographic Atlas**
- **National Geographic MapMaker**
- **Primary Source Collection**
- **Cognero Test Bank**

## | CHAPTER 3 |

## Chapter Planner

## North America Geography &amp; History

Pages	Chapter Contents and Objectives	Differentiated Support	Active Options
90–91 0.5 DAYS	<p>Chapter Introduction</p> <ul style="list-style-type: none"> <li>• <b>How do the physical features of North America affect where people choose to live?</b> <i>(Lessons 3.1–3.4)</i></li> <li>• <b>How did the United States and Canada develop as nations?</b> <i>(Lessons 3.5–3.10)</i></li> <li>• <b>How have various cultures influenced Mexico’s history?</b> <i>(Lessons 3.11–3.14)</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Strategies for Differentiation</b></li> <li>• <b>Reading Strategy:</b> Make Inferences</li> <li>• <b>Vocabulary Preview:</b> Word Square</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Roundtable:</b> Physical Appeal</li> <li>• <b>Numbered Heads:</b> Push and Pull Factors</li> <li>• <b>Corners:</b> Influences on Mexico</li> </ul>
92–93 0.5 DAYS	<p><b>3.1 Physical Geography</b></p> <ul style="list-style-type: none"> <li>• Identify landforms, bodies of water, and climates of North America.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>English Language Learners:</b> Use Vocabulary in a Sentence</li> <li>• <b>Gifted &amp; Talented:</b> Build Models</li> </ul>	<ul style="list-style-type: none"> <li>• <b>On Your Feet:</b> Travel Around the World</li> <li>• <b>Explorer Mindset:</b> Research Physical Locations</li> </ul>
94–97 1 DAY	<p><b>3.2 North America’s Natural Resources</b></p> <ul style="list-style-type: none"> <li>• Analyze the impact of resources and climate on economic activities in North America.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Striving Readers:</b> Create Charts</li> <li>• <b>English Language Learners:</b> Examine Related Words</li> <li>• <b>Pre-AP:</b> Research Soil Conditions on the Plains</li> </ul>	<ul style="list-style-type: none"> <li>• <b>On Your Feet:</b> Match Compatible Statements; Create a Concept Web</li> <li>• <b>Explorer Mindset:</b> Create an Illustrated Diagram</li> </ul>
98–99 0.5 DAYS	<p><b>3.3 Mexico’s Mountains and Plateaus</b></p> <ul style="list-style-type: none"> <li>• Make connections between Mexico’s</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Inclusion:</b> Locate Features</li> </ul>	<ul style="list-style-type: none"> <li>• <b>On Your Feet:</b> Model Mexico’s Landforms</li> <li>• <b>Explorer Mindset:</b> Analyze Maps</li> </ul>

Pages	Chapter Contents and Objectives	Differentiated Support	Active Options
	geographic features and the country's natural resources.		
<b>100–101</b> 0.5 DAYS	<b>3.4 National Geographic Explorer Brian Holguin: Exploring an Ancient Homeland</b> <ul style="list-style-type: none"> <li>Understand the role archaeology plays in learning about the relationship between the Indigenous peoples of North America and their environment.</li> </ul>	<ul style="list-style-type: none"> <li><b>Pre-AP:</b> Form and Support Opinions</li> </ul>	<ul style="list-style-type: none"> <li><b>On Your Feet:</b> Design Pictographs</li> </ul>
<b>102–105</b> 1 DAY	<b>3.5 Three Worlds Meet in the Americas</b> <ul style="list-style-type: none"> <li>Summarize the ways in which European settlement in the United States and Canada changed life on the continent.</li> </ul>	<ul style="list-style-type: none"> <li><b>Striving Readers:</b> Summarize</li> <li><b>Pre-AP:</b> Create Maps</li> </ul>	<ul style="list-style-type: none"> <li><b>On Your Feet:</b> Pick a Settlement Location; Turn and Talk on a Topic</li> <li><b>Explorer Mindset:</b> Trace a Path</li> </ul>
<b>106–107</b> 0.5 DAYS	<b>3.6 Settling Quebec</b> <ul style="list-style-type: none"> <li>Analyze the effect of conflict between the British and French on colonies in Canada.</li> </ul>	<ul style="list-style-type: none"> <li><b>Inclusion:</b> Question &amp; Answer</li> <li><b>English Language Learners:</b> Ask Either/Or Questions</li> </ul>	<ul style="list-style-type: none"> <li><b>On Your Feet:</b> Categorize</li> <li><b>Explorer Mindset:</b> Write an Article</li> </ul>
<b>108–111</b> 1 DAY	<b>3.7 Revolution and Independence</b> <ul style="list-style-type: none"> <li>Investigate the causes and consequences of the American Revolution and independence.</li> </ul>	<ul style="list-style-type: none"> <li><b>Striving Readers:</b> Analyze Cause and Effect</li> <li><b>Gifted &amp; Talented:</b> Design Icons</li> <li><b>Pre-AP:</b> Write Journal Entries</li> </ul>	<ul style="list-style-type: none"> <li><b>On Your Feet:</b> In This Corner; Evaluate Constitutional Principles</li> <li><b>Explorer Mindset:</b> Hold a Debate</li> </ul>
<b>112–113</b> 0.5 DAYS	<b>3.8 Expansion and Industrialization</b> <ul style="list-style-type: none"> <li>Explain the causes and effects of westward expansion and the growth of industry in the 1800s.</li> </ul>	<ul style="list-style-type: none"> <li><b>English Language Learners:</b> Practice Vocabulary</li> <li><b>Pre-AP:</b> Compare</li> </ul>	<ul style="list-style-type: none"> <li><b>On Your Feet:</b> Create Time Lines</li> <li><b>Explorer Mindset:</b> Create a Fact Sheet</li> </ul>

Pages	Chapter Contents and Objectives	Differentiated Support	Active Options
<p><b>114–117</b> 1 DAY</p>	<p><b>3.9 The Civil War and Reconstruction</b></p> <ul style="list-style-type: none"> <li>Analyze the causes and effects of the Civil War for the North, the South, and formerly enslaved people.</li> </ul>	<ul style="list-style-type: none"> <li><b>Inclusion:</b> Identify Goals and Outcomes</li> <li><b>Gifted &amp; Talented:</b> Write Journal Entries</li> </ul>	<ul style="list-style-type: none"> <li><b>On Your Feet:</b> History Relay; Reconstruction Questions</li> <li><b>Explorer Mindset:</b> Write Letters to the Editor</li> </ul>
<p><b>118–119</b> 0.5 DAYS</p>	<p><b>3.10 World Conflict</b></p> <ul style="list-style-type: none"> <li>Trace U.S. involvement in world affairs in the 20th and 21st centuries.</li> </ul>	<ul style="list-style-type: none"> <li><b>Striving Readers:</b> Explore Vocabulary</li> <li><b>Inclusion:</b> Find Main Ideas and Details</li> </ul>	<ul style="list-style-type: none"> <li><b>On Your Feet:</b> Period Piece</li> <li><b>Explorer Mindset:</b> Prepare a News Report</li> </ul>
<p><b>120–121</b> 0.5 DAYS</p>	<p><b>3.11 The Maya and the Aztec</b></p> <ul style="list-style-type: none"> <li>Describe cultural achievements of the Maya and the Aztec.</li> </ul>	<ul style="list-style-type: none"> <li><b>English Language Learners:</b> Understand Main Idea and Details</li> <li><b>Gifted &amp; Talented:</b> Create a Multimedia Presentation</li> </ul>	<ul style="list-style-type: none"> <li><b>On Your Feet:</b> Vote with Your Feet</li> <li><b>Explorer Mindset:</b> Highlight a Civilization</li> </ul>
<p><b>122–123</b> 0.5 DAYS</p>	<p><b>3.12 The Conquistadors</b></p> <ul style="list-style-type: none"> <li>Evaluate the success of the Spanish conquistadors over the Aztec Empire.</li> </ul>	<ul style="list-style-type: none"> <li><b>Pre-AP:</b> Express Ideas Through Speech</li> </ul>	<ul style="list-style-type: none"> <li><b>On Your Feet:</b> Answer the 5Ws</li> <li><b>Explorer Mindset:</b> Identify Spanish Influence</li> </ul>
<p><b>124–127</b> 1 DAYS</p>	<p><b>3.13 Mexico at War</b></p> <ul style="list-style-type: none"> <li>Understand the conflicts that led to Mexico's independence and current borders.</li> </ul>	<ul style="list-style-type: none"> <li><b>Striving Readers:</b> Summarize</li> <li><b>English Language Learners:</b> Summarize Using Time Order Words</li> <li><b>Gifted &amp; Talented:</b> Write an Editorial</li> </ul>	<ul style="list-style-type: none"> <li><b>On Your Feet:</b> Form and Support Opinions; Numbered Heads</li> <li><b>Explorer Mindset:</b> Write a Letter</li> </ul>
<p><b>128–129</b> 0.5 DAYS</p>	<p><b>3.14 Documents-Based Question: The Mexican Revolution</b></p> <ul style="list-style-type: none"> <li>Synthesize information about the goals, key players, and results of the Mexican Revolution from primary sources.</li> </ul>	<ul style="list-style-type: none"> <li><b>Striving Readers:</b> Summarize</li> </ul>	<ul style="list-style-type: none"> <li><b>On Your Feet:</b> Corners</li> </ul>

Pages	Chapter Contents and Objectives	Differentiated Support	Active Options
130–131 0.5 DAYS	<b>Chapter Review</b>		<ul style="list-style-type: none"> <li>● <b>College &amp; Career Readiness:</b> Conduct Internet Research</li> </ul>

## DIGITAL RESOURCES

### FORMATIVE ASSESSMENT

- Chapter 3 Pretest
- Chapter 3 Reading & Note-Taking
- Chapter 3 Vocabulary Practice

### SUMMATIVE ASSESSMENT

- Chapter 3 Section Quizzes
- Chapter 3 Test A (on level)
- Chapter 3 Test B (modified)

### TEACHER RESOURCES

- Chapter 3 PowerPoint
- Chapter 3 Lesson Plan

### MEDIA RESOURCES

- **GeoVideo:** Introduce North America
- **Explorer Video:** Brian Holguin
- **Image Gallery:** North America
- **Unit 2 GIS StoryMap**
- **National Geographic Atlas**
- **National Geographic MapMaker**
- **Primary Source Collection**
- **Cognero Test Bank**

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## | CHAPTER 4 |

## Chapter Planner

## North America Today

Pages	Chapter Contents and Objectives	Differentiated Support	Active Options
132–133 0.5 DAY	<p>Chapter Introduction</p> <ul style="list-style-type: none"> <li>• <b>What issues do the United States and Canada face today?</b> (<i>Lessons 4.1–4.4</i>)</li> <li>• <b>How has globalization affected Mexico?</b> (<i>Lessons 4.5–4.7</i>)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Strategies for Differentiation</b></li> <li>• <b>Reading Strategy:</b> Form Opinions</li> <li>• <b>Vocabulary Preview:</b> Vocabulary Knowledge Rating</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Team Word Webbing:</b> Challenges Facing Countries</li> <li>• <b>Corners:</b> Globalization and Mexico</li> </ul>
134–137 1 DAY	<p><b>4.1 North America's Cultural Diversity</b></p> <ul style="list-style-type: none"> <li>• Identify how diversity has shaped U.S. and Canadian culture.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>English Language Learners:</b> Teach and Learn</li> <li>• <b>Pre-AP:</b> Identify Immigrant Influences</li> </ul>	<ul style="list-style-type: none"> <li>• <b>On Your Feet:</b> Show Immigration Waves, Plan an International Potluck</li> <li>• <b>Explorer Mindset:</b> Map Countries of Origin</li> </ul>
138–141 1 DAY	<p><b>4.2 Transforming an Economy</b></p> <ul style="list-style-type: none"> <li>• Identify changes and challenges the United States and Canada face in the new global economy and explain the influence of technology and media on culture.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Inclusion:</b> Interpret Charts</li> <li>• <b>Gifted &amp; Talented:</b> Create Charts and Graphs</li> </ul>	<ul style="list-style-type: none"> <li>• <b>On Your Feet:</b> Corners</li> <li>• <b>Explorer Mindset:</b> Write an Article, Graph Internet Usage</li> </ul>
142–143 0.5 DAY	<p><b>4.3 Global Issues: New Energy Sources</b></p> <ul style="list-style-type: none"> <li>• Explain how the growing demand for energy has led to the development of renewable and</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Striving Readers:</b> Identify Main Idea and Details</li> </ul>	<ul style="list-style-type: none"> <li>• <b>On Your Feet:</b> Play an Energy Guessing Game</li> <li>• <b>Explorer Mindset:</b> Diagram Energy Production</li> </ul>

Pages	Chapter Contents and Objectives	Differentiated Support	Active Options
	alternative energy innovations.		
<b>144–145</b> 0.5 DAY	<b>4.4 Civic Rights and Responsibilities</b> <ul style="list-style-type: none"> <li>Identify the rights and responsibilities of citizens in the United States and Canada.</li> </ul>	<ul style="list-style-type: none"> <li><b>English Language Learners:</b> Understand Homonyms</li> </ul>	<ul style="list-style-type: none"> <li><b>On Your Feet:</b> Expert Sharing</li> <li><b>Explorer Mindset:</b> Make a Policy Proposal</li> </ul>
<b>146–147</b> 0.5 DAY	<b>4.5 Daily Life in Mexico</b> <ul style="list-style-type: none"> <li>Describe traditional and modern elements of daily life in Mexico.</li> </ul>	<ul style="list-style-type: none"> <li><b>Striving Readers:</b> Summarize</li> </ul>	<ul style="list-style-type: none"> <li><b>On Your Feet:</b> Write Labels</li> <li><b>Explorer Mindset:</b> Plan a Visit to Mexico City</li> </ul>
<b>148–151</b> 1 DAY	<b>4.6 Challenges of Globalization</b> <ul style="list-style-type: none"> <li>Identify economic and political challenges faced by Mexico in the age of globalization.</li> </ul>	<ul style="list-style-type: none"> <li><b>Inclusion:</b> Analyze Data</li> <li><b>Pre-AP:</b> Create Graphs</li> </ul>	<ul style="list-style-type: none"> <li><b>On Your Feet:</b> Evaluate, Better, Worse, or No Different?</li> <li><b>Explorer Mindset:</b> Express Ideas Through Speech</li> </ul>
<b>152–153</b> 0.5 DAY	<b>4.7 Through the Lens: Jason De León</b> <ul style="list-style-type: none"> <li>Explain how Jason De León’s work reflects the impact of globalization on Mexico.</li> </ul>	<ul style="list-style-type: none"> <li><b>Inclusion:</b> Visualize the Photographs</li> <li><b>Gifted &amp; Talented:</b> Create a Slide Show</li> </ul>	<ul style="list-style-type: none"> <li><b>Explorer Mindset:</b> Summarize a Video Clip</li> </ul>
<b>154–155</b> 0.5 DAY	<b>Chapter Review</b>		<ul style="list-style-type: none"> <li><b>College &amp; Career Readiness:</b> Create a Multimedia Presentation</li> </ul>

## DIGITAL RESOURCES

### FORMATIVE ASSESSMENT

- Chapter 4 Pretest
- Chapter 4 Reading & Note-Taking
- Chapter 4 Vocabulary Practice

### SUMMATIVE ASSESSMENT

- Chapter 4 Section Quizzes
- Chapter 4 Test A (on level)
- Chapter 4 Test B (modified)

## TEACHER RESOURCES

- Chapter 4 PowerPoint
- Chapter 4 Lesson Plan

## MEDIA RESOURCES

- **GeoVideo:** Introduce North America
- **Explorer Video:** Jason De León
- **Image Gallery:** North America
- **Unit 2 GIS StoryMap**
- **National Geographic Atlas**
- **National Geographic MapMaker**
- **Primary Source Collection**
- **Cognero Test Bank**

## | CHAPTER 5 |

# Chapter Planner

## Central America & the Caribbean Geography & History

Pages	Chapter Contents and Objectives	Differentiated Support	Active Options
162–163 0.5 DAYS	<b>Chapter Introduction</b> <ul style="list-style-type: none"> <li>• <b>How has physical geography been a positive or negative influence on the economy of the region?</b> (<i>Lessons 5.1–5.3</i>)</li> <li>• <b>How have economic resources influenced the history of the region?</b> (<i>Lessons 5.4–5.6</i>)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Strategies for Differentiation</b></li> <li>• <b>Reading Strategy:</b> Draw Conclusions</li> <li>• <b>Vocabulary Preview:</b> Word Map</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Numbered Heads:</b> Business and Location</li> <li>• <b>Corners:</b> Economic Resources</li> </ul>
164–167 1 DAY	<b>5.1 Physical Geography</b> <ul style="list-style-type: none"> <li>• Identify and analyze the main geographic features of Central America and the Caribbean, including ways in which earthquakes and volcanoes affect the region.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Striving Readers:</b> Identify Main Idea and Details</li> <li>• <b>English Language Learners:</b> Pronounce and Practice Vocabulary</li> <li>• <b>Gifted &amp; Talented:</b> Create Travel Brochures</li> <li>• <b>Pre-AP:</b> Research an Active Volcano</li> </ul>	<ul style="list-style-type: none"> <li>• <b>On Your Feet:</b> Team Word Webbing</li> <li>• <b>Explorer Mindset:</b> Map Economic Resources</li> <li>• <b>Explorer Mindset:</b> Make a Model of Seismic Activity</li> </ul>
168–169 0.5 DAY	<b>5.2 Diverse Economies</b> <ul style="list-style-type: none"> <li>• Identify the major economic activities of Central America and the Caribbean.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Inclusion:</b> Illustrate Milpa Farming</li> <li>• <b>Gifted &amp; Talented:</b> Create Multimedia Presentations</li> </ul>	<ul style="list-style-type: none"> <li>• <b>On Your Feet:</b> Human Word Clusters</li> <li>• <b>Explorer Mindset:</b> Research National Economies</li> </ul>

Pages	Chapter Contents and Objectives	Differentiated Support	Active Options
<p><b>170–171</b> 0.5 DAY</p>	<p><b>5.3 National Geographic Explorer Sandra M. Turner: Improving Ocean Literacy</b></p> <ul style="list-style-type: none"> <li>Explain how mapping technology can help people better understand the connections between natural environments and human activities.</li> </ul>	<ul style="list-style-type: none"> <li><b>Inclusion:</b> Identify Main Idea and Details</li> <li><b>Gifted &amp; Talented:</b> Conduct Research</li> </ul>	<ul style="list-style-type: none"> <li><b>Explorer Mindset:</b> Research Coastal Ecosystems</li> </ul>
<p><b>172–173</b> 0.5 DAY</p>	<p><b>5.4 Transatlantic Trade</b></p> <ul style="list-style-type: none"> <li>Describe how exploration and colonization of the Americas by Europeans gave rise to new transatlantic trade patterns.</li> </ul>	<ul style="list-style-type: none"> <li><b>English Language Learners:</b> Express Ideas Through Speech</li> </ul>	<ul style="list-style-type: none"> <li><b>On Your Feet:</b> Sequence Events Related to the Triangular Trade</li> <li><b>Explorer Mindset:</b> Research the Daily Lives of Enslaved Plantation Workers</li> </ul>
<p><b>174–175</b> 0.5 DAY</p>	<p><b>5.5 Document-Based Question: The Columbian Exchange</b></p> <ul style="list-style-type: none"> <li>Evaluate the impact of the Columbian Exchange, using primary and secondary sources.</li> </ul>	<ul style="list-style-type: none"> <li><b>Striving Readers:</b> Summarize</li> </ul>	<ul style="list-style-type: none"> <li><b>Explorer Mindset:</b> Explore Indigenous Viewpoints</li> </ul>
<p><b>176–179</b> 1 DAY</p>	<p><b>5.6 Paths Toward Independence</b></p> <ul style="list-style-type: none"> <li>Analyze and interpret information about the Central American and Caribbean independence movements.</li> </ul>	<ul style="list-style-type: none"> <li><b>Inclusion:</b> Interpret Charts</li> <li><b>English Language Learners:</b> Identify Main Ideas and Details</li> </ul>	<ul style="list-style-type: none"> <li><b>On Your Feet:</b> Human Time Line, Fishbowl</li> <li><b>Explorer Mindset:</b> Make a Product Chart</li> </ul>
<p><b>180–181</b> 0.5 DAY</p>	<p><b>Chapter Review</b></p>		<ul style="list-style-type: none"> <li><b>College &amp; Career Readiness:</b> Make a Public Awareness Campaign Poster</li> </ul>

## DIGITAL RESOURCES

### FORMATIVE ASSESSMENT

- Chapter 5 Map Quiz
- Chapter 5 Pretest
- Chapter 5 Reading & Note-Taking
- Chapter 5 Vocabulary Practice

## SUMMATIVE ASSESSMENT

- Chapter 5 Section Quizzes
- Chapter 5 Test A (on level)
- Chapter 5 Test B (modified)

## TEACHER RESOURCES

- Chapter 5 PowerPoint
- Chapter 5 Lesson Plan

## MEDIA RESOURCES

- **GeoVideo:** Central America & the Caribbean Geography & History
- **Explorer Video:** Sandra M. Turner
- **Image Gallery:** Central America & the Caribbean Geography & History
- **Unit 3 GIS StoryMap**
- **National Geographic Atlas**
- **National Geographic MapMaker**
- **Primary Source Collection**
- **Cognero Test Bank**

| CHAPTER 6 |

# Chapter Planner

## Central America & the Caribbean Today

Pages	Chapter Contents and Objectives	Differentiated Support	Active Options
182–183 0.5 DAY	<p>Chapter Introduction</p> <ul style="list-style-type: none"> <li>● <b>How do trade and globalization affect the cultures of the region today?</b> <i>(Lessons 6.1–6.3)</i></li> <li>● <b>How are the people in the region trying to improve their standard of living?</b> <i>(Lessons 6.4–6.7)</i></li> </ul>	<ul style="list-style-type: none"> <li>● <b>Strategies for Differentiation</b></li> <li>● <b>Reading Strategy:</b> Analyze Cause and Effect</li> <li>● <b>Vocabulary Preview:</b> Word Web</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Create Charts:</b> The Globalized Food Supply</li> <li>● <b>Roundtable:</b> Economic Challenges</li> </ul>
184–189 1.5 DAYS	<p><b>6.1 Caribbean Culture and the World</b></p> <ul style="list-style-type: none"> <li>● Describe the contributions made by African, European, and Indigenous cultures to Caribbean traditions, including food, music, dance, and sport.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Striving Readers:</b> Stop, Think, Paraphrase</li> <li>● <b>English Language Learners:</b> Identify Main Ideas and Details</li> <li>● <b>Gifted &amp; Talented:</b> Create Multimedia Presentations</li> </ul>	<ul style="list-style-type: none"> <li>● <b>On Your Feet:</b> Class Quiz, Compare Descriptions</li> <li>● <b>Explorer Mindset:</b> Research a Creole Language, Learn About a Caribbean Dish, Research a Caribbean City</li> </ul>
190–191 0.5 DAY	<p><b>6.2 Tourists Fly In</b></p> <ul style="list-style-type: none"> <li>● Draw conclusions about the effects of tourism on the region.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>English Language Learners:</b> Practice Vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>● <b>On Your Feet:</b> Numbered Heads</li> <li>● <b>Explorer Mindset:</b> Compare Local and Tourist Populations</li> </ul>
192–193 0.5 DAY	<p><b>6.3 Through the Lens: David Guttenfelder</b></p> <ul style="list-style-type: none"> <li>● Analyze a photo taken by David Guttenfelder in Havana, Cuba.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Inclusion:</b> Analyze Photos</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Explorer Mindset:</b> Develop Photojournalism Assignments</li> </ul>
194–197	<p><b>6.4 Challenges in Costa Rica, Nicaragua, and</b></p>	<ul style="list-style-type: none"> <li>● <b>English Language Learners:</b> Vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Explorer Mindset:</b> Research a Trade</li> </ul>

Pages	Chapter Contents and Objectives	Differentiated Support	Active Options
1 DAY	<b>Haiti</b> <ul style="list-style-type: none"> <li>Compare the histories of Costa Rica, Haiti, and Nicaragua and the efforts to build their economies.</li> </ul>	Experts <ul style="list-style-type: none"> <li><b>Gifted &amp; Talented:</b> Create Posters</li> </ul>	Agreement, Compare Haiti and the Dominican Republic <ul style="list-style-type: none"> <li><b>On Your Feet:</b> Inside-Outside Circle</li> </ul>
<b>198–199</b> 0.5 DAY	<b>6.5 Global Issues: Feeding the World</b> <ul style="list-style-type: none"> <li>Explain the factors affecting food supply and the ways that countries around the world are fighting food insecurity.</li> </ul>	<ul style="list-style-type: none"> <li><b>Striving Readers:</b> Identify Main Ideas and Details</li> </ul>	<ul style="list-style-type: none"> <li><b>On Your Feet:</b> Team Word Webbing</li> <li><b>Explorer Mindset:</b> Write a Speech</li> </ul>
<b>200–201</b> 0.5 DAY	<b>6.6 Migration and Remittances</b> <ul style="list-style-type: none"> <li>Analyze the push and pull factors that influence migration from Central America and the Caribbean.</li> </ul>	<ul style="list-style-type: none"> <li><b>Pre-AP:</b> Create Graphs</li> </ul>	<ul style="list-style-type: none"> <li><b>On Your Feet:</b> Map Labels</li> <li><b>Explorer Mindset:</b> Analyze Push and Pull Factors</li> </ul>
<b>202–203</b> 0.5 DAY	<b>6.7 Conserving the Rainforest</b> <ul style="list-style-type: none"> <li>Describe how some economic activities depend upon rainforests but also threaten their survival.</li> </ul>	<ul style="list-style-type: none"> <li><b>English Language Learners:</b> Evaluate Reading</li> </ul>	<ul style="list-style-type: none"> <li><b>On Your Feet:</b> Roundtable</li> <li><b>Explorer Mindset:</b> Research Rainforest Reserves</li> </ul>
<b>204–205</b> 0.5 DAY	<b>Chapter Review</b>		<ul style="list-style-type: none"> <li><b>College &amp; Career Readiness:</b> Write and Design a Web Page</li> </ul>

## DIGITAL RESOURCES

### FORMATIVE ASSESSMENT

- Chapter 6 Pretest
- Chapter 6 Reading & Note-Taking
- Chapter 6 Vocabulary Practice

### SUMMATIVE ASSESSMENT

- Chapter 6 Section Quizzes
- Chapter 6 Test A (on level)
- Chapter 6 Test B (modified)

## TEACHER RESOURCES

- Chapter 6 PowerPoint
- Chapter 6 Lesson Plan

## MEDIA RESOURCES

- **GeoVideo:** Introduce Central America & the Caribbean Today
- **Photographer Video:** David Guttenfelder
- **Image Gallery:** Central America & the Caribbean
- **Unit 3 GIS StoryMap**
- **National Geographic Atlas**
- **National Geographic MapMaker**
- **Primary Source Collection**
- **Cognero Test Bank**

## | CHAPTER 7 |

# Chapter Planner

## South America Geography & History

Pages	Chapter Contents and Objectives	Differentiated Support	Active Options
212-213 0.5 DAY	Chapter Introduction <ul style="list-style-type: none"> <li>● <b>How does elevation influence climate in South America?</b> (<i>Lessons 7.1–7.3</i>)</li> <li>● <b>How did mountains, plateaus, plains, and rivers shape the region's history?</b> (<i>Lessons 7.4–7.6</i>)</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Strategies for Differentiation</b></li> <li>● <b>Reading Strategy:</b> Identifying Main Ideas and Details</li> <li>● <b>Vocabulary Preview:</b> Word Map</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Team Word Webbing:</b> Elevation and Climate</li> <li>● <b>Corners:</b> South America's Physical Features</li> </ul>
214-217 1 DAY	<b>7.1 Physical Geography</b> <ul style="list-style-type: none"> <li>● Identify the main landforms in South America and analyze the effects of wind and ocean currents on climate.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Inclusion:</b> Model a Watershed</li> <li>● <b>English Language Learners:</b> Pronounce and Write Vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>● <b>On Your Feet:</b> Card Response</li> <li>● <b>Explorer Mindset:</b> Make a Diorama of a South American Physical Feature, Make a Climate Map</li> </ul>
218-219 0.5 DAY	<b>7.2 National Geographic Explorer Fernando Trujillo: Exploring the Amazon</b> <ul style="list-style-type: none"> <li>● Understand the importance of protecting the Amazon River and its rainforest ecosystem.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Striving Readers:</b> Illustrate Concepts</li> <li>● <b>Pre-AP:</b> Conduct Research</li> </ul>	<ul style="list-style-type: none"> <li>● <b>On Your Feet:</b> Fishbowl</li> </ul>
220-221 0.5 DAY	<b>7.3 Through the Lens: Michael Melford</b> <ul style="list-style-type: none"> <li>● Describe how the photographic work of Michael Melford aids exploration, understanding, and</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Inclusion:</b> Describe the Mountains</li> <li>● <b>Gifted &amp; Talented:</b> Make a Slideshow</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Explorer Mindset:</b> Be the Photographer</li> </ul>

Pages	Chapter Contents and Objectives	Differentiated Support	Active Options
	conservation of the natural world.		
<b>222–225</b> 1 DAY	<b>7.4 People of the Highlands and Lowlands</b> <ul style="list-style-type: none"> <li>Assess how physical features affected the development of the Inca Empire and other early civilizations in South America.</li> </ul>	<ul style="list-style-type: none"> <li><b>Striving Readers:</b> Find Main Ideas and Details</li> <li><b>English Language Learners:</b> Complete and Write Sentences</li> <li><b>Gifted &amp; Talented:</b> Introduce a Lowland People</li> <li><b>Pre-AP:</b> Research Geoglyphs</li> </ul>	<ul style="list-style-type: none"> <li><b>On Your Feet:</b> Three-Step Interview</li> <li><b>Explorer Mindset:</b> Highlight the Quechua Culture Today, Understand Challenges the Yanomami Face</li> </ul>
<b>226–229</b> 1 DAY	<b>7.5 European Conquest and Transformation</b> <ul style="list-style-type: none"> <li>Analyze the impact of Spanish and Portuguese colonization on South America.</li> </ul>	<ul style="list-style-type: none"> <li><b>Striving Readers:</b> Take Notes</li> <li><b>English Language Learners:</b> Summarize</li> <li><b>Gifted &amp; Talented:</b> Explore Brazil's Path to Independence</li> </ul>	<ul style="list-style-type: none"> <li><b>On Your Feet:</b> Living Time Line, Numbered Heads</li> <li><b>Explorer Mindset:</b> Write About Public Monuments or Memorials</li> </ul>
<b>230–231</b> 0.5 DAY	<b>7.6 Document-Based Question: Simón Bolívar on Independence</b> <ul style="list-style-type: none"> <li>Summarize Bolívar's ideas about South American independence.</li> </ul>	<ul style="list-style-type: none"> <li><b>Inclusion:</b> Analyze Primary Sources</li> </ul>	<ul style="list-style-type: none"> <li><b>On Your Feet:</b> Think, Pair, Share</li> </ul>
<b>232–233</b> 0.5 DAY	<b>Chapter Review</b>		<ul style="list-style-type: none"> <li><b>College &amp; Career Readiness:</b> Write Journal Entries</li> </ul>

## DIGITAL RESOURCES

### FORMATIVE ASSESSMENT

- Chapter 7 Pretest
- Chapter 7 Reading & Note-Taking
- Chapter 7 Vocabulary Practice

### SUMMATIVE ASSESSMENT

- Chapter 7 Section Quizzes
- Chapter 7 Test A (on level)
- Chapter 7 Test B (modified)

## TEACHER RESOURCES

- Chapter 7 PowerPoint
- Chapter 7 Lesson Plan

## MEDIA RESOURCES

- **GeoVideo:** South America Geography & History
- **Explorer Video:** Dr. Fernando Trujillo
- **Photographer Video:** Michael Melford
- **Image Gallery:** South America
- **Unit 4 GIS StoryMap**
- **National Geographic Atlas**
- **National Geographic MapMaker**
- **Primary Source Collection**
- **Cognero Test Bank**

## | CHAPTER 8 |

## Chapter Planner

## South America Today

Pages	Chapter Contents and Objectives	Differentiated Support	Active Options
234–235 0.5 DAY	<p>Chapter Introduction</p> <ul style="list-style-type: none"> <li>● <b>In what ways is South America culturally diverse?</b> (<i>Lessons 8.1–8.3</i>)</li> <li>● <b>How is modern South America building its economies?</b> (<i>Lessons 8.4–8.7</i>)</li> <li>● <b>How has Brazil become an economic power?</b> (<i>Lessons 8.8–8.10</i>)</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Strategies for Differentiation</b></li> <li>● <b>Reading Strategy:</b> Summarize</li> <li>● <b>Vocabulary Preview:</b> Word Maps</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Paired Activity:</b> Cultural Factors</li> <li>● <b>Think-Pair-Share:</b> Economic Development</li> <li>● <b>Team Word Webbing:</b> Change and Growth</li> </ul>
236–239 1 DAY	<p><b>8.1 Diverse People, Diverse Languages</b></p> <ul style="list-style-type: none"> <li>● Describe the various people living in South America and how they contribute to the continent’s cultural and language diversity.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Inclusion:</b> Analyze Tables</li> <li>● <b>English Language Learners:</b> Compare Cultures</li> </ul>	<ul style="list-style-type: none"> <li>● <b>On Your Feet:</b> Illustrate Distribution of Indigenous Languages, Guessing Game</li> <li>● <b>Explorer Mindset:</b> Create Audio Recording</li> </ul>
240–241 0.5 DAY	<p><b>8.2 Daily Life</b></p> <ul style="list-style-type: none"> <li>● Explain how South Americans’ daily activities reflect their varied cultures.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Striving Readers:</b> Stop, Think, Summarize</li> </ul>	<ul style="list-style-type: none"> <li>● <b>On Your Feet:</b> Rotating Discussion</li> <li>● <b>Explorer Mindset:</b> Research South American Culture</li> </ul>
242–243 0.5 DAY	<p><b>8.3 Global Issues: How Cultures Change</b></p> <ul style="list-style-type: none"> <li>● Analyze the origins of soccer and the sport’s global spread through</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Striving Readers:</b> Pose and Answer Questions</li> </ul>	<ul style="list-style-type: none"> <li>● <b>On Your Feet:</b> Class Quiz</li> <li>● <b>Explorer Mindset:</b> Trace Cultural Diffusion</li> </ul>

Pages	Chapter Contents and Objectives	Differentiated Support	Active Options
	the process of cultural diffusion.		
<b>244–245</b> 0.5 DAY	<b>8.4 Comparing Governments</b> <ul style="list-style-type: none"> <li>Analyze how select governments in South America are moving toward democracy and strengthening their economies.</li> </ul>	<ul style="list-style-type: none"> <li><b>Pre-AP:</b> Create a Country Profile</li> </ul>	<ul style="list-style-type: none"> <li><b>On Your Feet:</b> Compare Governments</li> <li><b>Explorer Mindset:</b> Research South American Political Divisions</li> </ul>
<b>246–247</b> 0.5 DAY	<b>8.5 The Pampas Economy</b> <ul style="list-style-type: none"> <li>Analyze South America’s Pampas region and understand its importance to Argentina’s growing economy.</li> </ul>	<ul style="list-style-type: none"> <li><b>Gifted &amp; Talented:</b> Compare Economies Across Regions</li> </ul>	<ul style="list-style-type: none"> <li><b>On Your Feet:</b> Factors of Production</li> <li><b>Explorer Mindset:</b> Create Graphs</li> </ul>
<b>248–249</b> 0.5 DAY	<b>8.6 Chile’s Exports</b> <ul style="list-style-type: none"> <li>Identify the characteristics of Mediterranean climates and the agricultural products Chile that exports.</li> </ul>	<ul style="list-style-type: none"> <li><b>Pre-AP:</b> Explore an Industry</li> </ul>	<ul style="list-style-type: none"> <li><b>On Your Feet:</b> Roundtable</li> <li><b>Explorer Mindset:</b> Develop a Presentation on Lithium Production</li> </ul>
<b>250–251</b> 0.5 DAY	<b>8.7 Peru’s Wealth of Resources</b> <ul style="list-style-type: none"> <li>Analyze how the agriculture and mining industries are contributing to Peru’s economic growth.</li> </ul>	<ul style="list-style-type: none"> <li><b>Inclusion:</b> Rephrase and Draw</li> </ul>	<ul style="list-style-type: none"> <li><b>On Your Feet:</b> Follow the Exports</li> <li><b>Explorer Mindset:</b> Create Informative Posters</li> </ul>
<b>252–253</b> 0.5 DAY	<b>8.8 Brazil’s Economic Strength</b> <ul style="list-style-type: none"> <li>Analyze how Brazil’s resources and industries contribute to its diverse economy.</li> </ul>	<ul style="list-style-type: none"> <li><b>Gifted &amp; Talented:</b> Create Graphs</li> </ul>	<ul style="list-style-type: none"> <li><b>On Your Feet:</b> Fishbowl</li> <li><b>Explorer Mindset:</b> Analyze Tourism</li> </ul>
<b>254–255</b> 0.5 DAY	<b>8.9 São Paulo</b> <ul style="list-style-type: none"> <li>Identify the factors that led to the economic expansion and population</li> </ul>	<ul style="list-style-type: none"> <li><b>Striving Readers:</b> Take Notes and Outline</li> </ul>	<ul style="list-style-type: none"> <li><b>On Your Feet:</b> Cause-and-Effect Chain</li> <li><b>Explorer Mindset:</b> Compare Megacities</li> </ul>

Pages	Chapter Contents and Objectives	Differentiated Support	Active Options
	growth of São Paulo, Brazil.		
<b>256–259</b> 1 DAY	<b>8.10 Global Brazil</b> <ul style="list-style-type: none"> <li>Explain how Brazil's economic power and influence are felt across South America and around the world.</li> </ul>	<ul style="list-style-type: none"> <li><b>English Language Learners:</b> Find Main Ideas and Details</li> <li><b>Gifted &amp; Talented:</b> Create Posters</li> </ul>	<ul style="list-style-type: none"> <li><b>On Your Feet:</b> Create Cause-and-Effect Charts, Pose and Answer Questions</li> <li><b>Explorer Mindset:</b> Learn About Current Events in Brazil, Research the Paris Agreement</li> </ul>
<b>260–261</b> 0.5 DAY	<b>Chapter Review</b>		<ul style="list-style-type: none"> <li><b>College &amp; Career Readiness:</b> Create a Poster</li> </ul>

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## | CHAPTER 9 |

## Chapter Planner

## Europe Geography &amp; History

Pages	Chapter Contents and Objectives	Differentiated Support	Active Options
276–277 0.5 DAY	<p>Chapter Introduction</p> <ul style="list-style-type: none"> <li>• <b>How does Europe’s physical geography encourage interaction with other regions?</b> <i>(Lessons 9.1–9.3)</i></li> <li>• <b>How has European thought shaped Western civilization?</b> <i>(Lessons 9.4–9.7)</i></li> <li>• <b>How did Europe develop and extend its influence around the world?</b><i>(Lessons 9.8–9.12)</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Strategies for Differentiation</b></li> <li>• <b>Reading Strategy:</b> Sequence Events</li> <li>• <b>Vocabulary Preview:</b> Word Sort</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Think, Pair, Share:</b> Geography and Movement</li> <li>• <b>Corners:</b> Western Civilization</li> <li>• <b>Roundtable:</b> International Influence</li> </ul>
278–283 1–1.5 DAYS	<p><b>9.1 Physical Geography</b></p> <ul style="list-style-type: none"> <li>• Describe the land regions and climates of Europe; how Europe’s coastline promotes industry, settlement, and interaction with other regions; and the economic activities supported by Europe’s landforms and natural resources.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Striving Readers:</b> Find Details</li> <li>• <b>Inclusion:</b> Locate Mountains and Seas</li> <li>• <b>English Language Learners:</b> Create Vocabulary Cards, Explain Multiple-Meaning Words</li> <li>• <b>Gifted &amp; Talented:</b> Trace River Routes</li> <li>• <b>Pre-AP:</b> Compare Peninsulas</li> </ul>	<ul style="list-style-type: none"> <li>• <b>On Your Feet:</b> Stand Up and Be Counted, Three-Step Interview</li> <li>• <b>Explorer Mindset:</b> Connect Information on Maps, Understanding Geography and Trade Routes, Analyze Natural Resources from the Sea</li> </ul>
284–285 0.5 DAY	<p><b>9.2 NG Explorer Enric Sala: Protecting Earth’s Oceans</b></p> <ul style="list-style-type: none"> <li>• Explain the importance of Earth’s ocean ecosystems</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Gifted &amp; Talented:</b> Identify the Impact of Human Activities</li> </ul>	<ul style="list-style-type: none"> <li>• <b>On Your Feet:</b> Take a Stand</li> </ul>

Pages	Chapter Contents and Objectives	Differentiated Support	Active Options
	<p>and how Dr. Enric Sala and his team at the National Geographic Pristine Seas project are working to protect these ecosystems.</p>		
<p><b>286–287</b> 0.5 DAY</p>	<p><b>9.3 Through the Lens: Robbie Shone</b></p> <ul style="list-style-type: none"> <li>Describe the cave photography of Robbie Shone and its significance to understanding Europe’s physical geography.</li> </ul>	<ul style="list-style-type: none"> <li><b>Inclusion:</b> Visualize the Photograph</li> </ul>	<ul style="list-style-type: none"> <li><b>On Your Feet:</b> Conduct News Interviews</li> </ul>
<p><b>288–291</b> 1 DAY</p>	<p><b>9.4 Roots of Democracy and Classical Greece</b></p> <ul style="list-style-type: none"> <li>Describe the influence of the ancient Greeks on the development of democracy and explain how the achievements of classical Greece influenced the ancient and modern worlds.</li> </ul>	<ul style="list-style-type: none"> <li><b>Inclusion:</b> Work in Pairs</li> <li><b>English Language Learners:</b> Summarize</li> <li><b>Pre-AP:</b> Hold a Panel Discussion</li> </ul>	<ul style="list-style-type: none"> <li><b>On Your Feet:</b> Numbered Heads, Talk on a Topic</li> <li><b>Explorer Mindset:</b> Label a Map and Draw Conclusions</li> </ul>
<p><b>292–295</b> 1 DAY</p>	<p><b>9.5 Ancient Rome</b></p> <ul style="list-style-type: none"> <li>Analyze the impact of Roman government and culture on Western civilization and the rise and fall of the Roman Empire.</li> </ul>	<ul style="list-style-type: none"> <li><b>Striving Readers:</b> Summarize</li> <li><b>English Language Learners:</b> Create Word Maps</li> <li><b>Gifted &amp; Talented:</b> Do a Roman Home Makeover</li> <li><b>Pre-AP:</b> Write a Military Biography</li> </ul>	<ul style="list-style-type: none"> <li><b>On Your Feet:</b> Fishbowl, Roundtable</li> <li><b>Explorer Mindset:</b> Research and Report</li> </ul>
<p><b>296–299</b> 1 DAY</p>	<p><b>9.6 The Middle Ages and the Rise of Ideas</b></p> <ul style="list-style-type: none"> <li>Draw conclusions about life in the Middle Ages by analyzing the Roman Catholic Church, the feudal system, and</li> </ul>	<ul style="list-style-type: none"> <li><b>Striving Readers:</b> Make a Pyramid Chart</li> <li><b>English Language Learners:</b> Identify Compound Words</li> <li><b>Gifted &amp; Talented:</b> Create an</li> </ul>	<ul style="list-style-type: none"> <li><b>On Your Feet:</b> Three-Step Interview, Vote with Your Feet</li> <li><b>Explorer Mindset:</b> Analyze Art and Artifacts</li> </ul>

Pages	Chapter Contents and Objectives	Differentiated Support	Active Options
	<p>new ideas and technologies that developed.</p>	<p>Advertisement</p> <ul style="list-style-type: none"> <li>● <b>Pre-AP:</b> Create Maps</li> </ul>	
<p><b>300–301</b> 0.5 DAY</p>	<p><b>9.7 Renaissance and Reformation</b></p> <ul style="list-style-type: none"> <li>● Analyze the cultural changes in Europe during the Renaissance and Reformation.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Gifted &amp; Talented:</b> Demonstrate Perspective</li> </ul>	<ul style="list-style-type: none"> <li>● <b>On Your Feet:</b> Corners</li> <li>● <b>Explorer Mindset:</b> Present a Persuasive Report</li> </ul>
<p><b>302–303</b> 0.5 DAY</p>	<p><b>9.8 Trade and Conquest</b></p> <ul style="list-style-type: none"> <li>● Describe European voyages of exploration and the impact of colonization.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Gifted &amp; Talented:</b> Research Caravels</li> </ul>	<ul style="list-style-type: none"> <li>● <b>On Your Feet:</b> Explorer Jigsaw</li> <li>● <b>Explorer Mindset:</b> Write an Op-Ed</li> </ul>
<p><b>304–305</b> 0.5 DAY</p>	<p><b>9.9 The Industrial Revolution</b></p> <ul style="list-style-type: none"> <li>● Analyze and evaluate how industrialization changed European economies and people’s way of life.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Pre-AP:</b> Research Industrial Inventors</li> </ul>	<ul style="list-style-type: none"> <li>● <b>On Your Feet:</b> Hands-On Geography</li> <li>● <b>Explorer Mindset:</b> Conduct a Debate</li> </ul>
<p><b>306–307</b> 0.5 DAY</p>	<p><b>9.10 The French Revolution</b></p> <ul style="list-style-type: none"> <li>● Summarize the causes and effects of the French Revolution and Napoleon’s rise.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Striving Readers:</b> Analyze Effects</li> </ul>	<ul style="list-style-type: none"> <li>● <b>On Your Feet:</b> Fishbowl</li> <li>● <b>Explorer Mindset:</b> Analyze Portraits of Rulers</li> </ul>
<p><b>308–309</b> 0.5 DAY</p>	<p><b>9.11 Document-Based Question: Declarations of Rights</b></p> <ul style="list-style-type: none"> <li>● Analyze the philosophical ideas about human rights on which modern democracy is based.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Inclusion:</b> Synthesize</li> </ul>	<ul style="list-style-type: none"> <li>● <b>On Your Feet:</b> Human Rights Roundtable</li> </ul>
<p><b>310–313</b> 1 DAY</p>	<p><b>9.12 War in Europe</b></p> <ul style="list-style-type: none"> <li>● Describe the nationalist tensions, struggles for power, and conflicts that led to World War I, World</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Striving Readers:</b> Explain a Term</li> <li>● <b>English Language Learners:</b> Word Maps</li> <li>● <b>Gifted &amp; Talented:</b> Make a Poster</li> </ul>	<ul style="list-style-type: none"> <li>● <b>On Your Feet:</b> Think, Pair, Share; Living Time Line</li> <li>● <b>Explorer Mindset:</b> Annotate a Map</li> </ul>

Pages	Chapter Contents and Objectives	Differentiated Support	Active Options
	War II, and the Cold War.	<ul style="list-style-type: none"> <li>● <b>Pre-AP:</b> Express Persuasive Ideas</li> </ul>	
<b>314–315</b> 0.5 DAY	<b>Chapter Review</b>		<ul style="list-style-type: none"> <li>● <b>College &amp; Career Readiness:</b> Plan a Virtual Tour</li> </ul>

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### SUMMATIVE ASSESSMENT

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- Chapter 9 Test A (on level)
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### TEACHER RESOURCES

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### MEDIA RESOURCES

- **GeoVideo:** Introduce Europe
- **Explorer Video:** Enric Sala
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## | CHAPTER 10 |

## Chapter Planner

## Europe Today

Pages	Chapter Contents and Objectives	Differentiated Support	Active Options
<b>316–317</b> 0.5 DAY	Chapter Introduction <ul style="list-style-type: none"> <li>• <b>How is the diversity of Europe reflected in its cultural achievements?</b> (<i>Lessons 10.1–10.3</i>)</li> <li>• <b>What are the costs and benefits of European unification?</b> (<i>Lessons 10.4–10.6</i>)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Strategies for Differentiation</b></li> <li>• <b>Reading Strategy:</b> Draw Conclusions</li> <li>• <b>Vocabulary Preview:</b> Vocabulary Knowledge Rating</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Corners:</b> Culture and Diversity</li> <li>• <b>Jigsaw:</b> Ending Conflicts</li> </ul>
<b>318–319</b> 0.5 DAY	<b>10.1 Languages and Cultures</b> <ul style="list-style-type: none"> <li>• Draw conclusions about how countries preserve their languages and traditional cultures.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Gifted &amp; Talented:</b> Explore Culture</li> </ul>	<ul style="list-style-type: none"> <li>• <b>On Your Feet:</b> Numbered Heads</li> <li>• <b>Explorer Mindset:</b> Recognize Cosmopolitanism and Cultural Preservation</li> </ul>
<b>320–323</b> 1 DAY	<b>10.2 Europe’s Fine Arts</b> <ul style="list-style-type: none"> <li>• Describe styles and examples of art, music, literature, and architecture associated with periods of European history.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Inclusion:</b> Compare Genres</li> <li>• <b>English Language Learners:</b> Match Words and Definitions</li> <li>• <b>Gifted &amp; Talented:</b> Make Literary Maps</li> <li>• <b>Pre-AP:</b> Write Reports</li> </ul>	<ul style="list-style-type: none"> <li>• <b>On Your Feet:</b> Meet and Greet, Literature Roundtable</li> <li>• <b>Explorer Mindset:</b> Write a Report About Europe’s Literary Heritage</li> </ul>
<b>324–325</b> 0.5 DAY	<b>10.3 Foodways of Europe</b> <ul style="list-style-type: none"> <li>• Summarize the characteristics of the different regional foodways of Europe.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>English Language Learners:</b> Understand Multiple-Meaning Words</li> </ul>	<ul style="list-style-type: none"> <li>• <b>On Your Feet:</b> Three-Step Interview</li> <li>• <b>Explorer Mindset:</b> Explore Climate and Agriculture</li> </ul>

Pages	Chapter Contents and Objectives	Differentiated Support	Active Options
326–329 1 DAY	<b>10.4 The European Union</b> <ul style="list-style-type: none"> <li>Explain why European countries with different interests chose to form the European Union and how a unified currency has affected members of the eurozone.</li> </ul>	<ul style="list-style-type: none"> <li><b>Striving Readers:</b> Analyze Cause and Effect</li> <li><b>English Language Learners:</b> Create Vocabulary Cards</li> <li><b>Pre-AP:</b> Stage a Debate</li> </ul>	<ul style="list-style-type: none"> <li><b>On Your Feet:</b> Take a Stand, Thumbs Up/Thumbs Down</li> <li><b>Explorer Mindset:</b> Script a News Report on Brexit</li> </ul>
330–333 1 DAY	<b>10.5 Challenges to Democracy</b> <ul style="list-style-type: none"> <li>Describes examples of democratic advances and ongoing challenges facing the European continent.</li> </ul>	<ul style="list-style-type: none"> <li><b>English Language Learners:</b> Use Suffixes</li> <li><b>Gifted &amp; Talented:</b> Research Populism</li> </ul>	<ul style="list-style-type: none"> <li><b>On Your Feet:</b> Think-Pair-Share, Concentric Circle Quizzing</li> <li><b>Explorer Mindset:</b> Write an Article on Freedom of the Press</li> </ul>
334–335 0.5 DAY	<b>10.6 Global Issues: The Impact of Migration</b> <ul style="list-style-type: none"> <li>Describe the impact of immigration on Europe and the United States.</li> </ul>	<ul style="list-style-type: none"> <li><b>Striving Readers:</b> Map Migration Routes</li> </ul>	<ul style="list-style-type: none"> <li><b>On Your Feet:</b> Pair Discussion</li> <li><b>Explorer Mindset:</b> Research U.S. Immigration Laws and Processes</li> </ul>
336–337 0.5 DAY	<b>Chapter Review</b>		<ul style="list-style-type: none"> <li><b>College &amp; Career Readiness:</b> Write a Speech</li> </ul>

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## | CHAPTER 11 |

# Chapter Planner

## Russia & the Eurasian Republics Geography & History

Pages	Chapter Contents and Objectives	Differentiated Support	Active Options
346–347 0.5 DAY	Chapter 11 Introduction <ul style="list-style-type: none"> <li>• <b>How do size and extreme climates shape Russia and the Eurasian republics?</b> (<i>Lessons 11.1–1.3</i>)</li> <li>• <b>How has geographic isolation influenced the region’s history?</b> (<i>Lessons 11.4–11.6</i>)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Strategies for Differentiation</b></li> <li>• <b>Reading Strategy:</b> Identify Main Idea and Details</li> <li>• <b>Vocabulary Preview:</b> Word Web</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Fishbowl:</b> Importance of Size</li> <li>• <b>Team Word Webbing:</b> Isolation</li> </ul>
348–353 1.5 DAYS	<b>11.1 Physical Geography and Climate</b> <ul style="list-style-type: none"> <li>• Analyze the variety of physical features that characterize Russia and the Eurasian republics and explain how extreme climates affect people’s lives in the region.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Striving Readers:</b> Summarize</li> <li>• <b>Inclusion:</b> Interpret Maps</li> <li>• <b>Pre-AP:</b> Research Permafrost, Compare Climographs</li> </ul>	<ul style="list-style-type: none"> <li>• <b>On Your Feet:</b> Inside-Outside Circle, Think-Pair-Share</li> <li>• <b>Explorer Mindset:</b> Make an Infographic, Research a Country’s Climate Adaptations, Investigate the Taiga</li> </ul>
354–355 0.5 DAY	<b>11.2 Natural Resources</b> <ul style="list-style-type: none"> <li>• Locate important natural resources in the region and discuss why they are significant.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>English Language Learners:</b> Use Word Parts</li> </ul>	<ul style="list-style-type: none"> <li>• <b>On Your Feet:</b> Complete a Word Sort</li> <li>• <b>Explorer Mindset:</b> Natural Resource Home Inventory</li> </ul>
356–357 0.5 DAY	<b>11.3 Through the Lens: Evgenia Arbugaeva</b> <ul style="list-style-type: none"> <li>• Describe how the photographic work of Evgenia Arbugaeva adds to our</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Inclusion:</b> Describe the Arctic</li> <li>• <b>Gifted &amp; Talented:</b> Create Conceptual Art</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Explorer Mindset:</b> Describe an Arctic Adventure</li> </ul>

Pages	Chapter Contents and Objectives	Differentiated Support	Active Options
	understanding and appreciation of the Russian Arctic.		
<b>358–363</b> 1.5 DAYS	<b>11.4 Early History</b> <ul style="list-style-type: none"> <li>Describe the development of Russia from early Slavic settlements through the early 20th century.</li> </ul>	<ul style="list-style-type: none"> <li><b>Striving Readers:</b> Read Aloud</li> <li><b>Inclusion:</b> Understand a Map</li> <li><b>English Language Learners:</b> Answer 5Ws Questions</li> <li><b>Gifted &amp; Talented:</b> Write a Magazine Article, Write Journal Entries</li> <li><b>Pre-AP:</b> Write a Scene About a Czar</li> </ul>	<ul style="list-style-type: none"> <li><b>On Your Feet:</b> Present a Period of Russian History, Write Slogans, Reenact an Invasion</li> <li><b>Explorer Mindset:</b> Create Illustrated Cartoon Panels, Interview a Subject</li> </ul>
<b>364–365</b> 0.5 DAY	<b>11.5 Serfdom to Industrialization</b> <ul style="list-style-type: none"> <li>Analyze Russia’s transition from serfdom to industrialization.</li> </ul>	<ul style="list-style-type: none"> <li><b>Striving Readers:</b> Jigsaw</li> <li><b>Pre-AP:</b> Write a Report</li> </ul>	<ul style="list-style-type: none"> <li><b>On Your Feet:</b> Corner</li> <li><b>Explorer Mindset:</b> Make a Revolution Time Line</li> </ul>
<b>366–367</b> 0.5 DAY	<b>11.6 The Soviet Union</b> <ul style="list-style-type: none"> <li>Explain the government and economic system of the Soviet Union.</li> </ul>	<ul style="list-style-type: none"> <li><b>Inclusion:</b> Work in Pairs</li> <li><b>English Language Learners:</b> Identify Chronological Order</li> </ul>	<ul style="list-style-type: none"> <li><b>On Your Feet:</b> Create a Living Time Line</li> <li><b>Explorer Mindset:</b> Report on Soviet Life</li> </ul>
<b>368–369</b> 0.5 DAY	<b>Chapter 11 Review</b>		<ul style="list-style-type: none"> <li><b>College &amp; Career Readiness:</b> Write an Email</li> </ul>

## DIGITAL RESOURCES

### FORMATIVE ASSESSMENT

- Chapter 11 Pretest
- Chapter 11 Reading & Note-Taking
- Chapter 11 Vocabulary Practice

### SUMMATIVE ASSESSMENT

- Chapter 11 Section Quizzes
- Chapter 11 Test A (on level)
- Chapter 11 Test B (modified)

## TEACHER RESOURCES

- Chapter 11 PowerPoint
- Chapter 11 Lesson Plan

## MEDIA RESOURCES

**GeoVideo:** Introduce Russia & the Eurasian Republics

**Photographer Video:** Evgenia Arbugaeva

**Image Gallery:** Russia & the Eurasian Republics

**Unit 6 GIS StoryMap**

**National Geographic Atlas**

**National Geographic MapMaker**

**Primary Source Collection**

**Cognero Test Bank**

## | CHAPTER 12 |

# Chapter Planner

## Russia & the Eurasian Republics Today

Pages	Chapter Contents and Objectives	Differentiated Support	Active Options
370–371 0.5 DAY	<p>Chapter Introduction</p> <ul style="list-style-type: none"> <li>• <b>What features, such as size and climate, influence Russia and the Eurasian republics' culture?</b> (<i>Lessons 12.1–12.3</i>)</li> <li>• <b>How have Russia and the Eurasian republics dealt with recent political, economic, and environmental challenges?</b> (<i>Lessons 12.4–12.7</i>)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Strategies for Differentiation</b></li> <li>• <b>Reading Strategy:</b> Compare and Contrast</li> <li>• <b>Vocabulary Preview:</b> Vocabulary Study Cards</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Corners:</b> The Role of Climate</li> <li>• <b>Numbered Heads:</b> Environment, Economics, and Politics</li> </ul>
372–373 0.5 DAY	<p><b>12.1 Climate and Culture</b></p> <ul style="list-style-type: none"> <li>• Analyze the relationship between climate and culture in Russia and the Eurasian republics.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>English Language Learners:</b> Use Sentence Frames and Sentences</li> </ul>	<ul style="list-style-type: none"> <li>• <b>On Your Feet:</b> Climate Regions</li> <li>• <b>Explorer Mindset:</b> Write an Article</li> </ul>
374–375 0.5 DAY	<p><b>12.2 Transportation by Rail</b></p> <ul style="list-style-type: none"> <li>• Explain the importance of railroad transportation in connecting different parts of Russia.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Pre-AP:</b> Write Travel Blogs</li> </ul>	<ul style="list-style-type: none"> <li>• <b>On Your Feet:</b> True-False Questions</li> <li>• <b>Explorer Mindset:</b> Create a “Palace of the People” Brochure</li> </ul>
376–377 0.5 DAY	<p><b>12.3 The Arts</b></p> <ul style="list-style-type: none"> <li>• Describe how the history of Russia and the Eurasian</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Inclusion:</b> Describe Photographs</li> </ul>	<ul style="list-style-type: none"> <li>• <b>On Your Feet:</b> Team Word Webbing</li> <li>• <b>Explorer Mindset:</b> Create an Exhibit</li> </ul>

Pages	Chapter Contents and Objectives	Differentiated Support	Active Options
	<p>republics is reflected in their art.</p>		
<p><b>378–381</b> 1 DAY</p>	<p><b>12.4 Russia’s Government</b></p> <ul style="list-style-type: none"> <li>Analyze the collapse of the Soviet Union and how it led to the formation of a Russian federal system of government.</li> </ul>	<ul style="list-style-type: none"> <li><b>English Language Learners:</b> Use Cognates</li> <li><b>Striving Readers:</b> Identify Main Idea and Details</li> </ul>	<ul style="list-style-type: none"> <li><b>On Your Feet:</b> Corners, Relay</li> <li><b>Explorer Mindset:</b> Create a Fact Sheet</li> </ul>
<p><b>382–383</b> 0.5 DAY</p>	<p><b>12.5 The Changing Energy Story</b></p> <ul style="list-style-type: none"> <li>Explain how oil and natural gas influence the economies and governments of Russia and some of the Eurasian republics.</li> </ul>	<ul style="list-style-type: none"> <li><b>Striving Readers:</b> Summarize</li> </ul>	<ul style="list-style-type: none"> <li><b>On Your Feet:</b> Three-Step Interview</li> <li><b>Explorer Mindset:</b> Compare Energy Exports</li> </ul>
<p><b>384–385</b> 0.5 DAY</p>	<p><b>12.6 National Geographic Explorer Rena Effendi: Searching for a Rare Butterfly</b></p> <ul style="list-style-type: none"> <li>Identify the importance of scientific discovery in the face of regional conflict.</li> </ul>	<ul style="list-style-type: none"> <li><b>Gifted &amp; Talented:</b> Make a Slideshow</li> </ul>	<ul style="list-style-type: none"> <li><b>Explorer Mindset:</b> Create a Presentation</li> </ul>
<p><b>386–387</b> 0.5 DAY</p>	<p><b>12.7 Global Issues: The Effects of Environmental Disasters</b></p> <ul style="list-style-type: none"> <li>Analyze the impact of environmental problems in Russia and the Eurasian republics.</li> </ul>	<ul style="list-style-type: none"> <li><b>Inclusion:</b> Interpret Charts</li> </ul>	<ul style="list-style-type: none"> <li><b>On Your Feet:</b> Pair Discussion</li> <li><b>Explorer Mindset:</b> Create a Podcast</li> </ul>
<p><b>388–389</b> 0.5 DAY</p>	<p><b>Chapter Review</b></p>		<ul style="list-style-type: none"> <li><b>College &amp; Career Readiness:</b> Write Journal Entries</li> </ul>

## DIGITAL RESOURCES

### FORMATIVE ASSESSMENT

- Chapter 12 Pretest
- Chapter 12 Reading & Note-Taking
- Chapter 12 Vocabulary Practice

### SUMMATIVE ASSESSMENT

- Chapter 12 Section Quizzes
- Chapter 12 Test A (on level)
- Chapter 12 Test B (modified)

### TEACHER RESOURCES

- Chapter 12 PowerPoint
- Chapter 12 Lesson Plan

### MEDIA RESOURCES

- **GeoVideo:** Introduce Russia & the Eurasian Republics
- **Explorer Video:** Rena Effendi
- **Image Gallery:** Russia & the Eurasian Republics
- **Unit 6 GIS StoryMap**
- **National Geographic Atlas**
- **National Geographic MapMaker**
- **Primary Source Collection**
- **Cognero Test Bank**

## | CHAPTER 13 |

# Chapter Planner

## Africa South of the Sahara Geography & History

Pages	Chapter Contents and Objectives	Differentiated Support	Active Options
406–407 0.5 DAY	<p>Chapter Introduction</p> <ul style="list-style-type: none"> <li>• <b>How has the varied geography of Africa south of the Sahara affected people’s lives?</b> (<i>Lessons 13.1–13.3</i>)</li> <li>• <b>How did trade networks and migration influence the development of African civilizations?</b> (<i>Lessons 13.4.–13.8</i>)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Strategies for Differentiation</b></li> <li>• <b>Reading Strategy:</b> Identify Problems and Solutions</li> <li>• <b>Vocabulary Preview:</b> Word Web</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Jigsaw:</b> Geography of Africa</li> <li>• <b>Think-Pair-Share:</b> Discussion</li> </ul>
406–413 1.5 DAYS	<p><b>13.1 Physical Geography</b></p> <ul style="list-style-type: none"> <li>• Locate and analyze the physical characteristics of the diverse areas of Africa south of the Sahara.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>English Language Learners:</b> Teach Compound Words, Study Word Parts</li> <li>• <b>Gifted &amp; Talented:</b> Write a Feature Article</li> <li>• <b>Pre-AP:</b> Compare Across Regions</li> </ul>	<ul style="list-style-type: none"> <li>• <b>On Your Feet:</b> Corners, Demonstrate Deforestation and Erosion</li> <li>• <b>Explorer Mindset:</b> Write a Report, Research Endangered African Animals, Compare Africa’s Rivers</li> </ul>
414–417 1 DAY	<p><b>13.2 Land Use and Resources</b></p> <ul style="list-style-type: none"> <li>• Describe the geography and resources of Central Africa and Southern Africa.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Inclusion:</b> Analyze Visuals</li> <li>• <b>English Language Learners:</b> Review Geographic Terms</li> <li>• <b>Gifted &amp; Talented:</b> Create Multimedia Presentations</li> </ul>	<ul style="list-style-type: none"> <li>• <b>On Your Feet:</b> Display Card Responses, Make a Map</li> <li>• <b>Explorer Mindset:</b> Compare Rainforests</li> </ul>

Pages	Chapter Contents and Objectives	Differentiated Support	Active Options
<p><b>418–419</b> 0.5 DAY</p>	<p><b>13.3 NG Explorer Koketso Mookodi: Conserving the Okavango Delta</b></p> <ul style="list-style-type: none"> <li>Describe the geography and biodiversity of the Okavango Delta and efforts to protect the delta.</li> </ul>	<ul style="list-style-type: none"> <li><b>Gifted &amp; Talented:</b> Make a Poster</li> </ul>	<ul style="list-style-type: none"> <li><b>Explorer Mindset:</b> Research Environmental Threats to the Okavango Delta</li> </ul>
<p><b>420–423</b> 1 DAY</p>	<p><b>13.4 Bantu Expansion and Early States</b></p> <ul style="list-style-type: none"> <li>Analyze the effects of Bantu expansion and trade on empires and states in Africa south of the Sahara.</li> </ul>	<ul style="list-style-type: none"> <li><b>Inclusion:</b> Interpret Maps</li> <li><b>English Language Learners:</b> Identify Spanish Cognates</li> </ul>	<ul style="list-style-type: none"> <li><b>On Your Feet:</b> Jigsaw, Living Time Line</li> <li><b>Explorer Mindset:</b> Map the Swahili Language</li> </ul>
<p><b>424–425</b> 0.5 DAY</p>	<p><b>13.5 Through the Lens: George Steinmetz</b></p> <ul style="list-style-type: none"> <li>Examine information about National Geographic Contributing Photographer George Steinmetz and analyze one of his distinctive aerial photos.</li> </ul>	<ul style="list-style-type: none"> <li><b>Gifted &amp; Talented:</b> Analyze Photos</li> </ul>	<ul style="list-style-type: none"> <li><b>On Your Feet:</b> Group Discussion</li> </ul>
<p><b>426–427</b> 0.5 DAY</p>	<p><b>13.6 The Slave Trade in Africa</b></p> <ul style="list-style-type: none"> <li>Recognize the impact of the slave trade on the population of Africa south of the Sahara.</li> </ul>	<ul style="list-style-type: none"> <li><b>Striving Readers:</b> Analyze Cause and Effect</li> <li><b>Gifted &amp; Talented:</b> Create an Effect of Slavery on Africa Presentation</li> </ul>	<ul style="list-style-type: none"> <li><b>On Your Feet:</b> Detail Mobiles</li> <li><b>Explorer Mindset:</b> Research African Influences</li> </ul>
<p><b>428–429</b> 0.5 DAY</p>	<p><b>13.7 Colonization, Independence, and Nation-Building</b></p> <ul style="list-style-type: none"> <li>Describe the effects of European colonization in Africa and events that led to African independence.</li> </ul>	<ul style="list-style-type: none"> <li><b>English Language Learners:</b> Study Word Parts</li> </ul>	<ul style="list-style-type: none"> <li><b>On Your Feet:</b> Roundtable</li> <li><b>Explorer Mindset:</b> Write a Report on African Ethnic Groups</li> </ul>

Pages	Chapter Contents and Objectives	Differentiated Support	Active Options
430–431 0.5 DAY	<b>13.8 Document-Based Question: Ending Apartheid</b> <ul style="list-style-type: none"> <li>Synthesize viewpoints about the fight against apartheid in South Africa from primary sources.</li> </ul>	<ul style="list-style-type: none"> <li><b>Striving Readers:</b> Chunk Reading</li> </ul>	<ul style="list-style-type: none"> <li><b>Explorer Mindset:</b> Analyze a Speech</li> </ul>
432–433 0.5 DAY	<b>Chapter Review</b>		<ul style="list-style-type: none"> <li><b>College &amp; Career Readiness:</b> Create Time Lines</li> </ul>

## DIGITAL RESOURCES

### FORMATIVE ASSESSMENT

- Chapter 13 Pretest
- Chapter 13 Reading & Note-Taking
- Chapter 13 Vocabulary Practice

### SUMMATIVE ASSESSMENT

- Chapter 13 Section Quizzes
- Chapter 13 Test A (on level)
- Chapter 13 Test B (modified)

### TEACHER RESOURCES

- Chapter 13 PowerPoint
- Chapter 13 Lesson Plan

### MEDIA RESOURCES

- GeoVideo:** Introduce Africa South of the Sahara Geography & History
- Explorer Video:** Koketso Mookodi
- Photographer Video:** George Steinmetz
- Image Gallery:** Africa South of the Sahara Geography & History
- Unit 7 GIS StoryMap**
- National Geographic Atlas**

- **National Geographic MapMaker**
- **Primary Source Collection**
- **Cognero Test Bank**

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## | CHAPTER 14 |

## Chapter Planner

## Africa South of the Sahara Today

Pages	Chapter Contents and Objectives	Differentiated Support	Active Options
434–435 0.5 DAY	<p>Chapter Introduction</p> <ul style="list-style-type: none"> <li>• <b>What historical and geographic factors have influenced the cultures of Africa south of the Sahara?</b> (<i>Lessons 14.1–14.4</i>)</li> <li>• <b>How have conflicts and government instability slowed economic development in Africa south of the Sahara?</b> (<i>Lessons 14.5–14.8</i>)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Strategies for Differentiation</b></li> <li>• <b>Reading Strategy:</b> Synthesize</li> <li>• <b>Vocabulary Preview:</b> Vocabulary Knowledge Rating</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Fishbowl:</b> Cultures of Africa South of the Sahara</li> <li>• <b>Corners:</b> Economic Development</li> </ul>
436–437 0.5 DAY	<p><b>14.1 Impacts of Colonialism</b></p> <ul style="list-style-type: none"> <li>• Explain the legacy of colonialism and the steps that Africa is taking to form stable countries.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>English Language Learners:</b> Teach Word Parts</li> </ul>	<ul style="list-style-type: none"> <li>• <b>On Your Feet:</b> Fishbowl</li> <li>• <b>Explorer Mindset:</b> Research Living Languages</li> </ul>
438–439 0.5 DAY	<p><b>14.2 African Music Goes Global</b></p> <ul style="list-style-type: none"> <li>• Describe the role of music in Africa’s cultures and its influence around the world.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Inclusion:</b> Feel the Music</li> </ul>	<ul style="list-style-type: none"> <li>• <b>On Your Feet:</b> Numbered Heads</li> <li>• <b>Explorer Mindset:</b> Report on Musical Themes and Influences</li> </ul>
440–441 0.5 DAY	<p><b>14.3 Exploring Indigenous Cultures</b></p> <ul style="list-style-type: none"> <li>• Explain the scientific value of traditional healing methods and</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Striving Readers:</b> Identify Main Ideas and Details</li> </ul>	<ul style="list-style-type: none"> <li>• <b>On Your Feet:</b> Think, Pair, Share</li> <li>• <b>Explorer Mindset:</b> Investigate Medicinal</li> </ul>

Pages	Chapter Contents and Objectives	Differentiated Support	Active Options
	the need to preserve indigenous cultures.		Plants in Africa South of the Sahara
442–443 0.5 DAY	<b>14.4 Kenya Modernizes</b> <ul style="list-style-type: none"> <li>Analyze the challenges Kenya has faced and the progress it has made.</li> </ul>	<ul style="list-style-type: none"> <li><b>English Language Learners:</b> Use Prefixes and Suffixes</li> </ul>	<ul style="list-style-type: none"> <li><b>On Your Feet:</b> Jigsaw</li> <li><b>Explorer Mindset:</b> Research National Parks and Ecotourism in Kenya</li> </ul>
444–447 1 DAY	<b>14.5 Resource Positives and Negatives</b> <ul style="list-style-type: none"> <li>Describe mineral and fossil fuel resources in Africa south of the Sahara, their economic potential, and the challenges in extracting them.</li> </ul>	<ul style="list-style-type: none"> <li><b>Striving Readers:</b> Summarize</li> <li><b>Pre-AP:</b> Research Products</li> </ul>	<ul style="list-style-type: none"> <li><b>On Your Feet:</b> Card Response, Make a Living Map</li> <li><b>Explorer Mindset:</b> Assess Environmental Impacts</li> </ul>
448–451 1 DAY	<b>14.6 Agriculture and Food Supply</b> <ul style="list-style-type: none"> <li>Describe the challenges of improving agriculture and increasing food output for Africa’s growing population.</li> </ul>	<ul style="list-style-type: none"> <li><b>Striving Readers:</b> Use Reciprocal Teaching</li> <li><b>Inclusion:</b> Use Echo and Supported Reading</li> </ul>	<ul style="list-style-type: none"> <li><b>On Your Feet:</b> Roundtable, Plan a Garden</li> <li><b>Explorer Mindset:</b> Report on Microfinancing</li> </ul>
452–453 0.5 DAY	<b>14.7 Global Issues: Fighting Disease</b> <ul style="list-style-type: none"> <li>Summarize steps Africa is taking to fight disease and improve public health.</li> </ul>	<ul style="list-style-type: none"> <li><b>English Language Learners:</b> Make Flashcards</li> </ul>	<ul style="list-style-type: none"> <li><b>On Your Feet:</b> Inside-Outside Circles</li> <li><b>Explorer Mindset:</b> Plan a Public Service Campaign</li> </ul>
454–455 0.5 DAY	<b>14.8 Modern Nigeria</b> <ul style="list-style-type: none"> <li>Explain efforts in Nigeria to develop a modern economy while preserving elements of its traditional culture.</li> </ul>	<ul style="list-style-type: none"> <li><b>Gifted &amp; Talented:</b> Report on an Election</li> </ul>	<ul style="list-style-type: none"> <li><b>On Your Feet:</b> Think, Pair, Share</li> <li><b>Explorer Mindset:</b> Spotlight Cultural Preservation</li> </ul>
456–457 0.5 DAY	<b>Chapter Review</b>		<ul style="list-style-type: none"> <li><b>College &amp; Career Readiness:</b> Create a Chart</li> </ul>

## DIGITAL RESOURCES

### FORMATIVE ASSESSMENT

- Chapter 14 Pretest
- Chapter 14 Reading & Note-Taking
- Chapter 14 Vocabulary Practice

### SUMMATIVE ASSESSMENT

- Chapter 14 Section Quizzes
- Chapter 14 Test A (on level)
- Chapter 14 Test B (modified)

### TEACHER RESOURCES

- Chapter 14 PowerPoint
- Chapter 14 Lesson Plan

### MEDIA RESOURCES

- **GeoVideo:** Introduce Africa South of the Sahara Today
- **Image Gallery:** Africa South of the Sahara
- **Unit 7 GIS StoryMap**
- **National Geographic Atlas**
- **National Geographic MapMaker**
- **Primary Source Collection**
- **Cognero Test Bank**

## | CHAPTER 15 |

# Chapter Planner

## Southwest Asia & North Africa Geography & History

Pages	Chapter Contents and Objectives	Differentiated Support	Active Options
<b>464–465</b> 0.5 DAY	Chapter Introduction <ul style="list-style-type: none"> <li>• <b>How have climate and location influenced the region in the past and today?</b>(<i>Lessons 15.1–15.2</i>)</li> <li>• <b>How did civilizations develop in Southwest Asia and North Africa?</b> (<i>Lessons 15.3–15.5</i>)</li> <li>• <b>How did an advanced civilization develop in Egypt?</b>(<i>Lessons 15.6–15.8</i>)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Strategies for Differentiation</b></li> <li>• <b>Reading Strategy:</b> Analyze Cause and Effect</li> <li>• <b>Vocabulary Preview:</b> Definition Chart</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Fishbowl:</b> Impact of Physical Features</li> <li>• <b>Cause and Effect:</b> Patterns of Civilization</li> <li>• <b>Brainstorm:</b> Characteristics of Civilization</li> </ul>
<b>466–471</b> 1.5 DAYS	<b>15.1 Physical Geography</b> <ul style="list-style-type: none"> <li>• Analyze the physical geography of Southwest Asia and North Africa.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Inclusion:</b> Understand and Interpret Maps</li> <li>• <b>English Language Learners:</b> Pronounce and Write Words</li> <li>• <b>Gifted &amp; Talented:</b> Compare Desert Formations, Create Diagrams or Infographics</li> <li>• <b>Pre-AP:</b> Participate in a Talk Show</li> </ul>	<ul style="list-style-type: none"> <li>• <b>On Your Feet:</b> Chart Relay, Inside-Outside Circle, Map Tectonic Plates</li> <li>• <b>Explorer Mindset:</b> Explore Water Solutions, Investigate and Map Seismic Activity</li> </ul>
<b>472–473</b> 0.5 DAY	<b>15.2 Tigris and Euphrates Rivers</b> <ul style="list-style-type: none"> <li>• Describe the features and significance of</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Striving Readers:</b> Complete Sentence Starters</li> </ul>	<ul style="list-style-type: none"> <li>• <b>On Your Feet:</b> Three-Step Interview</li> <li>• <b>Explorer Mindset:</b> Tour the Region</li> </ul>

Pages	Chapter Contents and Objectives	Differentiated Support	Active Options
	the Tigris and Euphrates rivers.		
<b>474–475</b> 0.5 DAY	<b>15.3 Mesopotamia</b> <ul style="list-style-type: none"> <li>Determine the factors that supported the development of civilizations in Mesopotamia.</li> </ul>	<ul style="list-style-type: none"> <li><b>English Language Learners:</b> Match Key Dates and Events</li> </ul>	<ul style="list-style-type: none"> <li><b>On Your Feet:</b> Living Time Line</li> <li><b>Explorer Mindset:</b> Research Preservation Efforts</li> </ul>
<b>476–479</b> 1 DAY	<b>15.4 Birth and Diffusion of Three Religions</b> <ul style="list-style-type: none"> <li>Compare the origins of Judaism, Christianity, and Islam, and trace the spread of the three religions.</li> </ul>	<ul style="list-style-type: none"> <li><b>Striving Readers:</b> Compare and Contrast</li> <li><b>Inclusion:</b> Identify Cardinal Points</li> <li><b>Gifted &amp; Talented:</b> Make Multimedia Presentations</li> </ul>	<ul style="list-style-type: none"> <li><b>On Your Feet:</b> Corners, Numbered Heads</li> <li><b>Explorer Mindset:</b> Understand Religious Diffusion</li> </ul>
<b>480–481</b> 0.5 DAY	<b>15.5 The Ottoman Empire</b> <ul style="list-style-type: none"> <li>Explain the historical importance of the Ottoman Empire.</li> </ul>	<ul style="list-style-type: none"> <li><b>English Language Learners:</b> Monitor Comprehension</li> <li><b>Pre-AP:</b> Make Annotated Maps</li> </ul>	<ul style="list-style-type: none"> <li><b>On Your Feet:</b> Turn and Talk</li> <li><b>Explorer Mindset:</b> Make a Virtual Exhibit</li> </ul>
<b>482–483</b> 0.5 DAY	<b>15.6 The Nile River Valley.</b> <ul style="list-style-type: none"> <li>Describe the location and importance of the Nile River.</li> </ul>	<ul style="list-style-type: none"> <li><b>English Language Learners:</b> Teach Compound Words</li> </ul>	<ul style="list-style-type: none"> <li><b>On Your Feet:</b> Fishbowl</li> <li><b>Explorer Mindset:</b> Understand the Nile’s Importance</li> </ul>
<b>484–487</b> 1 DAY	<b>15.7 Egypt’s Ancient Civilizations</b> <ul style="list-style-type: none"> <li>Draw conclusions about ancient Egypt, its contributions to civilization, and the purpose and significance of the Great Pyramids.</li> </ul>	<ul style="list-style-type: none"> <li><b>Striving Readers:</b> Pose and Answer Questions</li> <li><b>Inclusion:</b> Build Models</li> <li><b>Gifted &amp; Talented:</b> Conduct an Engineering Challenge</li> <li><b>Pre-AP:</b> Create Photo Displays</li> </ul>	<ul style="list-style-type: none"> <li><b>On Your Feet:</b> Jigsaw, Class Quiz Line-Up</li> <li><b>Explorer Mindset:</b> Investigate Archaeological Expeditions</li> </ul>
<b>488–489</b> 0.5 DAY	<b>15.8 Through the Lens: Ken Garrett</b> <ul style="list-style-type: none"> <li>Analyze the work done by photographer Ken Garrett and the importance of</li> </ul>	<ul style="list-style-type: none"> <li><b>Inclusion:</b> Describe the Photo</li> <li><b>English Language Learners:</b> Chart Key Words</li> </ul>	<ul style="list-style-type: none"> <li><b>Explorer Mindset:</b> Tell Their Stories</li> </ul>

Pages	Chapter Contents and Objectives	Differentiated Support	Active Options
	photography in preserving cultural heritage.		
490–491 0.5 DAY	<b>Chapter Review</b>		<ul style="list-style-type: none"> <li>● <b>College &amp; Career Readiness:</b> Research Archaeological Sites</li> </ul>

## DIGITAL RESOURCES

### FORMATIVE ASSESSMENT

- Chapter 15 Pretest
- Chapter 15 Reading & Note-Taking
- Chapter 15 Vocabulary Practice

### SUMMATIVE ASSESSMENT

- Chapter 15 Section Quizzes
- Chapter 15 Test A (on level)
- Chapter 15 Test B (modified)

### TEACHER RESOURCES

- Chapter 15 PowerPoint
- Chapter 15 Lesson Plan

### MEDIA RESOURCES

- **GeoVideo:** Introduce Southwest Asia & North Africa
- **Photographer Video:** Ken Garrett
- **Image Gallery:** Southwest Asia & North Africa
- **Unit 8 GIS StoryMap**
- **National Geographic Atlas**
- **National Geographic MapMaker**
- **Primary Source Collection**
- **Cognero Test Bank**

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## | CHAPTER 16 |

## Chapter Planner

## Southwest Asia &amp; North Africa Today

Pages	Chapter Contents and Objectives	Differentiated Support	Active Options
<b>492–493</b> 0.5 DAY	Chapter Introduction <ul style="list-style-type: none"> <li>• <b>How have resources and migration shaped culture in Southwest Asia and North Africa?</b> (<i>Lessons 16.1–16.4</i>)</li> <li>• <b>What forces have affected the development of modern countries in the region?</b> (<i>Lessons 16.5–16.8</i>)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Strategies for Differentiation</b></li> <li>• <b>Reading Strategy:</b> Determine Word Meanings</li> <li>• <b>Vocabulary Preview:</b> Word Sort Chart</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Corners:</b> Resources and Migration</li> <li>• <b>Roundtable:</b> International Conflict</li> </ul>
<b>494–495</b> 0.5 DAY	<b>16.1 Migration and Trade</b> <ul style="list-style-type: none"> <li>• Analyze trends in trade and migration in Southwest Asia and North Africa.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Gifted &amp; Talented:</b> Write Documentary Scripts</li> </ul>	<ul style="list-style-type: none"> <li>• <b>On Your Feet:</b> Three-Step Interview</li> <li>• <b>Explorer Mindset:</b> Map Migration Routes</li> </ul>
<b>496–497</b> 0.5 DAY	<b>16.2 National Geographic Explorer Shabana Basij-Rasikh: Risking It All for Education</b> <ul style="list-style-type: none"> <li>• Evaluate the ways that Shabana Basij-Rasikh has worked to ensure the education of girls in Afghanistan.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Striving Readers:</b> Use Reciprocal Teaching</li> </ul>	<ul style="list-style-type: none"> <li>• <b>On Your Feet:</b> Card Responses</li> </ul>
<b>498–499</b> 0.5 DAY	<b>16.3 Istanbul: Bridging East and West</b> <ul style="list-style-type: none"> <li>• Describe the location and cultural</li> </ul>	<ul style="list-style-type: none"> <li>• <b>English Language Learners:</b> Identify Spanish Cognates</li> </ul>	<ul style="list-style-type: none"> <li>• <b>On Your Feet:</b> 5Ws and H Search</li> <li>• <b>Explorer Mindset:</b> Identify Istanbul's</li> </ul>

Pages	Chapter Contents and Objectives	Differentiated Support	Active Options
	importance of Istanbul.		Earthquake-Prone Areas
<b>500–501</b> 0.5 DAY	<b>16.4 Qatar: Advancing Toward the Future</b> <ul style="list-style-type: none"> <li>Describe how Qatar has grown to become one of the wealthiest countries in the world.</li> </ul>	<ul style="list-style-type: none"> <li><b>Inclusion:</b> Visualize a Photograph</li> </ul>	<ul style="list-style-type: none"> <li><b>On Your Feet:</b> Rotating Discussion</li> <li><b>Explorer Mindset:</b> Research the Kafala System</li> </ul>
<b>502–503</b> 0.5 DAY	<b>16.5 Comparing Governments</b> <ul style="list-style-type: none"> <li>Analyze similarities and differences among governments in Southwest Asia and North Africa.</li> </ul>	<ul style="list-style-type: none"> <li><b>Pre-AP:</b> Evaluate a Government</li> </ul>	<ul style="list-style-type: none"> <li><b>On Your Feet:</b> Turn and Talk on Topic</li> <li><b>Explorer Mindset:</b> Investigate the Arab Spring’s Aftermath</li> </ul>
<b>504–505</b> 0.5 DAY	<b>16.6 Oil and Wealth</b> <ul style="list-style-type: none"> <li>Summarize the importance of oil in the economies of Southwest Asia and North Africa.</li> </ul>	<ul style="list-style-type: none"> <li><b>Inclusion:</b> Find Information on Maps</li> </ul>	<ul style="list-style-type: none"> <li><b>On Your Feet:</b> Think, Pair, Share</li> <li><b>Explorer Mindset:</b> Create a Chart</li> </ul>
<b>506–511</b> 1.5 DAYS	<b>16.7 Conflict in Southwest Asia</b> <ul style="list-style-type: none"> <li>Explain the causes of conflict in Southwest Asia.</li> </ul>	<ul style="list-style-type: none"> <li><b>Striving Readers:</b> Set a Purpose for Reading</li> <li><b>English Language Learners:</b> Build Vocabulary, Explain the Suffix <i>-ist</i></li> <li><b>Gifted &amp; Talented:</b> Investigate Kurdistan</li> </ul>	<ul style="list-style-type: none"> <li><b>On Your Feet:</b> Prepare for a Peace Conference, True-False Questions, Jigsaw</li> <li><b>Explorer Mindset:</b> Annotate a Time Line of Iraq’s Modern History, Create Maps</li> </ul>
<b>512–513</b> 0.5 DAY	<b>16.8 Global Issues: Making the Desert Bloom</b> <ul style="list-style-type: none"> <li>Analyze the problem of water scarcity and the technologies used to address it.</li> </ul>	<ul style="list-style-type: none"> <li><b>Pre-AP:</b> Investigate Drip Irrigation</li> </ul>	<ul style="list-style-type: none"> <li><b>On Your Feet:</b> Inside-Outside Circle</li> <li><b>Explorer Mindset:</b> Diagram Technologies</li> </ul>
<b>514–515</b> 0.5 DAY	<b>Chapter Review</b>		<ul style="list-style-type: none"> <li><b>College &amp; Career Readiness:</b> Write Discussion Questions</li> </ul>

## DIGITAL RESOURCES

### FORMATIVE ASSESSMENT

- Chapter 16 Pretest
- Chapter 16 Reading & Note-Taking
- Chapter 16 Vocabulary Practice

### SUMMATIVE ASSESSMENT

- Chapter 16 Section Quizzes
- Chapter 16 Test A (on level)
- Chapter 16 Test B (modified)

### TEACHER RESOURCES

- Chapter 16 PowerPoint
- Chapter 16 Lesson Plan

### MEDIA RESOURCES

- **GeoVideo:** Introduce Southwest Asia & North Africa
- **Explorer Video:** Shabana Basij-Rasikh
- **Image Gallery:** Southwest Asia & North Africa
- **Unit 8 GIS StoryMap**
- **National Geographic Atlas**
- **National Geographic MapMaker**
- **Primary Source Collection**
- **Cognero Test Bank**

## | CHAPTER 17 |

## Chapter Planner

## South Asia Geography &amp; History

Pages	Chapter Contents and Objectives	Differentiated Support	Active Options
522–523 0.5 DAY	<p>Chapter Introduction</p> <ul style="list-style-type: none"> <li>• <b>How do South Asia’s water systems affect how people in the region live?</b> (<i>Lessons 17.1–17.3</i>)</li> <li>• <b>How have physical features, religion, and empires shaped South Asia’s borders?</b> (<i>Lessons 17.4–17.7</i>)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Strategies for Differentiation</b></li> <li>• <b>Reading Strategy:</b> Identify Main Ideas and Details</li> <li>• <b>Vocabulary Preview:</b> Definition Chart</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Corners:</b> The Role of Water</li> <li>• <b>One-on-One Interviews:</b> South Asia’s Borders</li> </ul>
524–527 1 DAY	<p><b>17.1 Physical Geography</b></p> <ul style="list-style-type: none"> <li>• Analyze how South Asia’s physical features, seasonal monsoons, and river systems affect its population and how well people in the region have adapted to them.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Striving Readers:</b> Compare and Contrast</li> <li>• <b>English Language Learners:</b> Pronounce and Write Vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• <b>On Your Feet:</b> Fishbowl, String and Web</li> <li>• <b>Explorer Mindset:</b> Investigate the Effects of Tectonic Activity</li> </ul>
528–531 1 DAY	<p><b>17.2 Land Use and Conservation</b></p> <ul style="list-style-type: none"> <li>• Analyze the impact of land use and conservation efforts on India’s economy and environment.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Striving Readers:</b> Understand Initialisms</li> <li>• <b>Inclusion:</b> Interpret Maps</li> <li>• <b>English Language Learners:</b> Use Word Parts</li> <li>• <b>Gifted and Talented:</b> Conduct a City Search</li> </ul>	<ul style="list-style-type: none"> <li>• <b>On Your Feet:</b> Numbered Heads; Cause, Effect, and Solution Chain</li> <li>• <b>Explorer Mindset:</b> Sustainable Farming</li> </ul>

Pages	Chapter Contents and Objectives	Differentiated Support	Active Options
<p><b>532–533</b> 0.5 DAY</p>	<p><b>17.3 South Asia’s Water Crisis</b></p> <ul style="list-style-type: none"> <li>Analyze the extent of South Asia’s water problems, including pollution, drought, and flooding.</li> </ul>	<ul style="list-style-type: none"> <li><b>Striving Readers:</b> Summarize</li> </ul>	<ul style="list-style-type: none"> <li><b>On Your Feet:</b> Turn and Talk on Topic</li> <li><b>Explorer Mindset:</b> Write About Pollution in South Asia’s Water</li> </ul>
<p><b>534–537</b> 1 DAY</p>	<p><b>17.4 Civilizations and Empires</b></p> <ul style="list-style-type: none"> <li>Examine ancient civilizations and historic empires in South Asia and the geographic features that shaped their development and borders.</li> </ul>	<ul style="list-style-type: none"> <li><b>Striving Readers:</b> Identify Main Ideas and Details</li> <li><b>English Language Learners:</b> Complete and Write Sentences</li> <li><b>Pre-AP:</b> Research Akbar the Great</li> </ul>	<ul style="list-style-type: none"> <li><b>On Your Feet:</b> Living Time Line, Present an Empire</li> <li><b>Explorer Mindset:</b> Create a Map of Mohenjo-Daro</li> </ul>
<p><b>538–539</b> 0.5 DAY</p>	<p><b>17.5 Religion in South Asia</b></p> <ul style="list-style-type: none"> <li>Compare and contrast the characteristics of the major religions of South Asia.</li> </ul>	<ul style="list-style-type: none"> <li><b>Striving Readers:</b> Use Your Own Words</li> <li><b>Gifted and Talented:</b> Create Multimedia Presentations</li> </ul>	<ul style="list-style-type: none"> <li><b>On Your Feet:</b> One-on-One Interviews</li> <li><b>Explorer Mindset:</b> Research a South Asian Religion</li> </ul>
<p><b>540–541</b> 0.5 DAY</p>	<p><b>17.6 Colonialism to Partition</b></p> <ul style="list-style-type: none"> <li>Describe events leading to India’s independence and Partition as well as the role of geography in the conflict over Kashmir.</li> </ul>	<ul style="list-style-type: none"> <li><b>Inclusion:</b> Match Key Dates and Events</li> </ul>	<ul style="list-style-type: none"> <li><b>On Your Feet:</b> True-False Quiz</li> <li><b>Explorer Mindset:</b> Write an Article</li> </ul>
<p><b>542–543</b> 0.5 DAY</p>	<p><b>17.7 Gandhi and the Bhagavad Gita</b></p> <ul style="list-style-type: none"> <li>Synthesize information about Hinduism from the Bhagavad Gita and other primary source documents.</li> </ul>	<ul style="list-style-type: none"> <li><b>Inclusion:</b> Use Supported Reading</li> </ul>	<ul style="list-style-type: none"> <li><b>Explorer Mindset:</b> Research the Concept of Karma</li> </ul>
<p><b>544–545</b> 0.5 DAY</p>	<p><b>Chapter Review</b></p>		<ul style="list-style-type: none"> <li><b>College &amp; Career Readiness:</b> Write a Presentation on Sustainable Farming</li> </ul>

## DIGITAL RESOURCES

### FORMATIVE ASSESSMENT

- Chapter 17 Pretest
- Chapter 17 Reading & Note-Taking
- Chapter 17 Vocabulary Practice

### SUMMATIVE ASSESSMENT

- Chapter 17 Section Quizzes
- Chapter 17 Test A (on level)
- Chapter 17 Test B (modified)

### TEACHER RESOURCES

- Chapter 17 PowerPoint
- Chapter 17 Lesson Plan

### MEDIA RESOURCES

- **GeoVideo:** Introduce South Asia Geography & History
- **Image Gallery:** South Asia Geography & History
- **Unit 9 GIS StoryMap**
- **National Geographic Atlas**
- **National Geographic MapMaker**
- **Primary Source Collection**
- **Cognero Test Bank**

## | CHAPTER 18 |

## Chapter Planner

## South Asia Today

Pages	Chapter Contents and Objectives	Differentiated Support	Active Options
546–547 0.5 DAY	<p>Chapter Introduction</p> <ul style="list-style-type: none"> <li>• <b>How is diversity reflected in South Asia’s cultures?</b> (<i>Lessons 18.1–18.3</i>)</li> <li>• <b>Why has India experienced an economic boom?</b> (<i>Lessons 18.4–18.5</i>)</li> <li>• <b>What are some effects of South Asia’s rapid changes?</b> (<i>Lessons 18.6–18.9</i>)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Strategies for Differentiation</b></li> <li>• <b>Reading Strategy:</b> Identify Problems and Solutions</li> <li>• <b>Vocabulary Preview:</b> Word Map</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Paired Research, Group Web:</b> Cultural Factors</li> <li>• <b>Numbered Heads:</b> Economic Development</li> <li>• <b>Jigsaw:</b> The Challenge of Change</li> </ul>
548–551 1 DAY	<p><b>18.1 Religion Shapes Lives</b></p> <ul style="list-style-type: none"> <li>• Analyze the importance of belief systems to culture in South Asia.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Striving Readers:</b> Categorize Information</li> <li>• <b>Inclusion:</b> Elicit Oral Responses</li> <li>• <b>English Language Learners:</b> Use Context Clues</li> <li>• <b>Gifted &amp; Talented:</b> Write a Feature Article</li> </ul>	<ul style="list-style-type: none"> <li>• <b>On Your Feet:</b> Think, Pair, Share; Compare and Contrast</li> <li>• <b>Explorer Mindset:</b> Virtually Tour Religious Sites in South Asia</li> </ul>
552–555 1 DAY	<p><b>18.2 Daily Life and Popular Culture</b></p> <ul style="list-style-type: none"> <li>• Describe traditions that remain part of South Asia’s modern culture as well as aspects of popular culture that help shape the daily lives</li> </ul>	<ul style="list-style-type: none"> <li>• <b>English Language Learners:</b> Make Word Connections</li> <li>• <b>Pre-AP:</b> Make Multimedia Presentations</li> </ul>	<ul style="list-style-type: none"> <li>• <b>On Your Feet:</b> Tell Me More, Inside-Outside Circle</li> <li>• <b>Explorer Mindset:</b> Report on Elements of Culture</li> </ul>

Pages	Chapter Contents and Objectives	Differentiated Support	Active Options
	of the people of the region.		
<b>556–557</b> 0.5 DAY	<b>18.3 Through the Lens: Ami Vitale</b> <ul style="list-style-type: none"> <li>Analyze the purpose and impact of Ami Vitale’s photography.</li> </ul>	<ul style="list-style-type: none"> <li><b>Gifted &amp; Talented:</b> Prepare a Photo Gallery</li> </ul>	<ul style="list-style-type: none"> <li><b>On Your Feet:</b> Find a Partner</li> </ul>
<b>558–559</b> 0.5 DAY	<b>18.4 The Largest Democracy</b> <ul style="list-style-type: none"> <li>Examine the structure of India’s government and draw conclusions about the challenges India faces as the world’s largest democracy.</li> </ul>	<ul style="list-style-type: none"> <li><b>English Language Learners:</b> Use Word Roots</li> </ul>	<ul style="list-style-type: none"> <li><b>On Your Feet:</b> Think, Pair, Share</li> <li><b>Explorer Mindset:</b> Develop a Citizens’ Guide to Government</li> </ul>
<b>560–563</b> 1 DAY	<b>18.5 Economic Growth</b> <ul style="list-style-type: none"> <li>Summarize factors that have contributed to India’s rapid economic growth and efforts to improve its infrastructure.</li> </ul>	<ul style="list-style-type: none"> <li><b>Striving Readers:</b> Use Word Parts</li> <li><b>Inclusion:</b> Make Connections</li> <li><b>Pre-AP:</b> Express Ideas Through Speech</li> </ul>	<ul style="list-style-type: none"> <li><b>On Your Feet:</b> Top Five, Talk Show Interviews</li> <li><b>Explorer Mindset:</b> Report on Economic Activity</li> </ul>
<b>564–565</b> 0.5 DAY	<b>18.6 The Impact of Urbanization</b> <ul style="list-style-type: none"> <li>Identify the effects of rapid urbanization and population growth on infrastructures in South Asia.</li> </ul>	<ul style="list-style-type: none"> <li><b>Striving Readers:</b> Use Examples</li> </ul>	<ul style="list-style-type: none"> <li><b>On Your Feet:</b> Analyze Push and Pull Factors</li> <li><b>Explorer Mindset:</b> Investigate Urban Solutions</li> </ul>
<b>566–567</b> 0.5 DAY	<b>18.7 Pakistan’s Changing Government</b> <ul style="list-style-type: none"> <li>Analyze the effects of Pakistan’s military and civilian governments.</li> </ul>	<ul style="list-style-type: none"> <li><b>Striving Readers:</b> Scan the Text</li> </ul>	<ul style="list-style-type: none"> <li><b>On Your Feet:</b> Compare Governments</li> <li><b>Explorer Mindset:</b> Consider Human-Environment Interactions</li> </ul>
<b>568–569</b> 0.5 DAY	<b>18.8 Fighting Poverty in Bangladesh</b> <ul style="list-style-type: none"> <li>Analyze the causes of poverty in Bangladesh and identify ways the</li> </ul>	<ul style="list-style-type: none"> <li><b>Pre-AP:</b> Write a Paragraph</li> </ul>	<ul style="list-style-type: none"> <li><b>On Your Feet:</b> Share Views</li> <li><b>Explorer Mindset:</b> Report on Natural Disaster Mitigation Projects</li> </ul>

Pages	Chapter Contents and Objectives	Differentiated Support	Active Options
	country is developing its economy.		
<b>570–571</b> 0.5 DAY	<b>18.9 National Geographic Explorer Sonika Manandhar: Empowering Women to Change the World</b> <ul style="list-style-type: none"> <li>Explain how Sonika Manandhar’s technologies empower women entrepreneurs.</li> </ul>	<ul style="list-style-type: none"> <li><b>Striving Readers:</b> Chart the Lesson</li> </ul>	<ul style="list-style-type: none"> <li><b>On Your Feet:</b> Fishbowl Brainstorming</li> </ul>
<b>572–573</b> 0.5 DAY	<b>Chapter Review</b>		<ul style="list-style-type: none"> <li><b>College &amp; Career Readiness:</b> Write a Letter</li> </ul>

## DIGITAL RESOURCES

### FORMATIVE ASSESSMENT

- Chapter 18 Pretest
- Chapter 18 Reading & Note-Taking
- Chapter 18 Vocabulary Practice

### SUMMATIVE ASSESSMENT

- Chapter 18 Section Quizzes
- Chapter 18 Test A (on level)
- Chapter 18 Test B (modified)

### TEACHER RESOURCES

- Chapter 18 PowerPoint
- Chapter 18 Lesson Plan

### MEDIA RESOURCES

- GeoVideo:** Introduce South Asia
- Explorer Video:** Sonika Manandhar
- Photographer Video:** Ami Vitale
- Image Gallery:** South Asia

- **Unit 9 GIS StoryMap**
- **National Geographic Atlas**
- **National Geographic MapMaker**
- **Primary Source Collection**
- **Cognero Test Bank**

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## | CHAPTER 19 |

# Chapter Planner

## East Asia Geography & History

Pages	Chapter Contents and Objectives	Differentiated Support	Active Options
<b>588–589</b> 0.5 DAY	Chapter Introduction <ul style="list-style-type: none"> <li>• <b>How did geographic factors affect population distribution?</b> (<i>Lessons 19.1–19.2</i>)</li> <li>• <b>What influences, beliefs, and encounters helped shape China?</b> (<i>Lessons 19.3–19.7</i>)</li> <li>• <b>What factors had an impact on the histories of Japan and Korea?</b> (<i>Lessons 19.8–19.9</i>)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Strategies for Differentiation</b></li> <li>• <b>Reading Strategy:</b> Sequencing Events</li> <li>• <b>Vocabulary Preview:</b> Word Maps</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Corners:</b> Geography and Population</li> <li>• <b>Roundtable:</b> Influences, Beliefs, and Encounters</li> <li>• <b>Word Webbing:</b> History</li> </ul>
<b>590–591</b> 0.5 DAY	<b>19.1 Physical Geography</b> <ul style="list-style-type: none"> <li>• Analyze how East Asia's physical features and climate have influenced population patterns.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>English Language Learners:</b> Use Geographic Terms</li> </ul>	<ul style="list-style-type: none"> <li>• <b>On Your Feet:</b> Stage a Quiz Show</li> <li>• <b>Explorer Mindset:</b> Write a Report</li> </ul>
<b>592–597</b> 1.5 DAYS	<b>19.2 Varied Landscapes</b> <ul style="list-style-type: none"> <li>• Draw conclusions about how East Asia's geography has affected where and how people live.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Striving Readers:</b> Take Notes, Pose and Answer Questions</li> <li>• <b>Inclusion:</b> Interpret Maps</li> <li>• <b>Pre-AP:</b> Research the Grand Canal</li> </ul>	<ul style="list-style-type: none"> <li>• <b>On Your Feet:</b> Fishbowl, Create a Problem-Solution Chain</li> <li>• <b>Explorer Mindset:</b> Debate the Three Gorges Dam, Create a Photo Exhibit, Make a Picture Book</li> </ul>

Pages	Chapter Contents and Objectives	Differentiated Support	Active Options
<b>598–599</b> 0.5 DAY	<b>19.3 Early Dynasties</b> <ul style="list-style-type: none"> <li>Describe the development of the early Chinese dynasties.</li> </ul>	<ul style="list-style-type: none"> <li><b>English Language Learners:</b> Read in Pairs</li> <li><b>Gifted &amp; Talented:</b> Create a Top Ten List</li> </ul>	<ul style="list-style-type: none"> <li><b>On Your Feet:</b> Build a Wall</li> <li><b>Explorer Mindset:</b> Research Inventions from Ancient China</li> </ul>
<b>600–601</b> 0.5 DAY	<b>19.4 Through the Lens: Ira Block</b> <ul style="list-style-type: none"> <li>Learn about photographer Ira Block and analyze a photo of the terra-cotta army from ancient China’s Qin dynasty.</li> </ul>	<ul style="list-style-type: none"> <li><b>Inclusion:</b> Analyze the Photo</li> <li><b>Gifted &amp; Talented:</b> Make Art in the Style of Ancient China</li> </ul>	<ul style="list-style-type: none"> <li><b>Explorer Mindset:</b> Study a Photo</li> </ul>
<b>602–603</b> 0.5 DAY	<b>19.5 Confucianism</b> <ul style="list-style-type: none"> <li>Identify the main ideas of Confucianism and how they influenced Chinese society.</li> </ul>	<ul style="list-style-type: none"> <li><b>English Language Learners:</b> Simplify Teachings of Confucius</li> <li><b>Pre-AP:</b> Write Confucius’ Profile</li> </ul>	<ul style="list-style-type: none"> <li><b>On Your Feet:</b> Code of Conduct Roundtable</li> <li><b>Explorer Mindset:</b> Research Confucius’ Teachings</li> </ul>
<b>604–607</b> 1 DAY	<b>19.6 Trade, Exploration, and Isolation</b> <ul style="list-style-type: none"> <li>Explain how China connected to other parts of the world through trade and exploration but then withdrew into isolation.</li> </ul>	<ul style="list-style-type: none"> <li><b>Striving Readers:</b> Understand Bartering</li> <li><b>Inclusion:</b> Analyze the Visual</li> <li><b>Gifted &amp; Talented:</b> Write a Skit, Write Travel Posts</li> </ul>	<ul style="list-style-type: none"> <li><b>On Your Feet:</b> Team Word Webbing, Role-Play Exploration</li> <li><b>Explorer Mindset:</b> Research Silk Roads Trade Goods</li> </ul>
<b>608–609</b> 0.5 DAY	<b>19.7 Communist Revolution</b> <ul style="list-style-type: none"> <li>Explain how the Communist Revolution in China changed the country’s government and economy.</li> </ul>	<ul style="list-style-type: none"> <li><b>Striving Readers:</b> Use Reciprocal Teaching</li> <li><b>Pre-AP:</b> Compare Revolutions</li> </ul>	<ul style="list-style-type: none"> <li><b>On Your Feet:</b> Determine Points of View</li> <li><b>Explorer Mindset:</b> Analyze Political Propaganda</li> </ul>
<b>610–613</b> 1 DAY	<b>19.8 Japan’s Changing Society</b> <ul style="list-style-type: none"> <li>Analyze Japan’s transformation from a feudal society to a modern industrialized nation.</li> </ul>	<ul style="list-style-type: none"> <li><b>Striving Readers:</b> Ask and Answer Questions</li> <li><b>English Language Learners:</b> Make Word Cards</li> <li><b>Gifted &amp; Talented:</b></li> </ul>	<ul style="list-style-type: none"> <li><b>On Your Feet:</b> Model Japanese Feudal Society, Three-Step Interview</li> <li><b>Explorer Mindset:</b> Research a Japanese Industry</li> </ul>

Pages	Chapter Contents and Objectives	Differentiated Support	Active Options
		Write a Samurai Blog ● <b>Pre-AP:</b> Prepare Oral Reports	
<b>614–617</b> 1 DAY	<b>19.9 Korea’s History</b> ● Explain how Korea developed a distinct culture and how the once-united land became divided in the 20th century.	<ul style="list-style-type: none"> <li>● <b>Striving Readers:</b> Summarize</li> <li>● <b>Inclusion:</b> Use Visuals</li> <li>● <b>English Language Learners:</b> Complete Sentence Frames</li> <li>● <b>Pre-AP:</b> Analyze the Effect of Geography on War</li> </ul>	<ul style="list-style-type: none"> <li>● <b>On Your Feet:</b> Corners—Kingdoms and Dynasties, Conduct Talk Show Interviews</li> <li>● <b>Explorer Mindset:</b> Analyze a Presidential Address</li> </ul>
<b>618–619</b> 0.5 DAY	<b>Chapter Review</b>		<ul style="list-style-type: none"> <li>● <b>College &amp; Career Readiness:</b> Write a Speech</li> </ul>

## DIGITAL RESOURCES

### FORMATIVE ASSESSMENT

- Chapter 19 Pretest
- Chapter 19 Reading & Note-Taking
- Chapter 19 Vocabulary Practice

### SUMMATIVE ASSESSMENT

- Chapter 19 Section Quizzes
- Chapter 19 Test A (on level)
- Chapter 19 Test B (modified)

### TEACHER RESOURCES

- Chapter 19 PowerPoint
- Chapter 19 Lesson Plan

### MEDIA RESOURCES

- **GeoVideo:** Introduce East Asia
- **Photographer Video:** Ira Block
- **Image Gallery:** East Asia

- **Unit 10 GIS StoryMap**
- **National Geographic Atlas**
- **National Geographic MapMaker**
- **Primary Source Collection**
- **Cognero Test Bank**

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## | CHAPTER 20 |

## Chapter Planner

## East Asia Today

Pages	Chapter Contents and Objectives	Differentiated Support	Active Options
620–621 0.5 DAY	<p>Chapter Introduction</p> <ul style="list-style-type: none"> <li>● <b>How do traditions and modernization create a unique way of life in East Asia?</b> (Lessons 20.1–20.4)</li> <li>● <b>What problems does East Asia face today, and what are its opportunities?</b> (Lessons 20.5–20.11)</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Strategies for Differentiation</b></li> <li>● <b>Reading Strategy:</b> Form an Opinion</li> <li>● <b>Vocabulary Preview:</b> Word Web</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Fishbowl:</b> Blending Traditions and Modernization</li> <li>● <b>Corners:</b> Problems and Opportunities</li> </ul>
622–623 0.5 DAY	<p><b>20.1 Religious Traditions</b></p> <ul style="list-style-type: none"> <li>● Explain how religious traditions have blended in East Asia.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>English Language Learners:</b> Use Word Parts</li> </ul>	<ul style="list-style-type: none"> <li>● <b>On Your Feet:</b> Class Quiz</li> <li>● <b>Explorer Mindset:</b> Research a Religion</li> </ul>
624–625 0.5 DAY	<p><b>20.2 China’s Inventions</b></p> <ul style="list-style-type: none"> <li>● Describe important Chinese inventions.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Gifted &amp; Talented:</b> Describe a Modern Chinese Invention</li> </ul>	<ul style="list-style-type: none"> <li>● <b>On Your Feet:</b> Explore Movable Type</li> <li>● <b>Explorer Mindset:</b> Research Other Chinese Inventions</li> </ul>
626–627 0.5 DAY	<p><b>20.3 Exporting Pop Culture</b></p> <ul style="list-style-type: none"> <li>● Describe anime, manga, and K-pop and explain why they have become so popular.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Pre-AP:</b> Write a Review</li> </ul>	<ul style="list-style-type: none"> <li>● <b>On Your Feet:</b> Think, Pair, Share</li> <li>● <b>Explorer Mindset:</b> Research and Discuss the Korean Wave</li> </ul>
628–629 0.5 DAY	<p><b>20.4 Bullet Trains</b></p> <ul style="list-style-type: none"> <li>● Explain how high-speed rail service</li> </ul>	<ul style="list-style-type: none"> <li>● <b>English Language Learners:</b> Understand Comparisons</li> </ul>	<ul style="list-style-type: none"> <li>● <b>On Your Feet:</b> Comparing Types of Transport</li> <li>● <b>Explorer Mindset:</b> Research High-Speed</li> </ul>

Pages	Chapter Contents and Objectives	Differentiated Support	Active Options
	developed in East Asia.		Rail Plans
<b>630–633</b> 1 DAY	<b>20.5 China’s Economy</b> <ul style="list-style-type: none"> <li>Explain how China’s strategy for growth has helped the country become a leader in the global economy.</li> </ul>	<ul style="list-style-type: none"> <li><b>Striving Readers:</b> Understand Abbreviations</li> <li><b>Gifted &amp; Talented:</b> Outline Reports</li> <li><b>Pre-AP:</b> Create a Presentation</li> </ul>	<ul style="list-style-type: none"> <li><b>On Your Feet:</b> Pose and Answer Questions</li> <li><b>Explorer Mindset:</b> Research an Economic Development Zone, Research the U.S.–China Trade War</li> </ul>
<b>634–635</b> 0.5 DAY	<b>20.6 Global Issues: China’s Population Policy</b> <ul style="list-style-type: none"> <li>Analyze the effects of China’s population policy on Chinese society.</li> </ul>	<ul style="list-style-type: none"> <li><b>English Language Learners:</b> Understand Main Ideas</li> </ul>	<ul style="list-style-type: none"> <li><b>On Your Feet:</b> Team Word Webbing</li> <li><b>Explorer Mindset:</b> Research Population Change</li> </ul>
<b>636–637</b> 0.5 DAY	<b>20.7 China’s Autonomous Regions</b> <ul style="list-style-type: none"> <li>Identify China’s autonomous regions and the ethnic minority groups that inhabit these location.</li> </ul>	<ul style="list-style-type: none"> <li><b>Inclusion:</b> Read the Map</li> </ul>	<ul style="list-style-type: none"> <li><b>On Your Feet:</b> Identify Autonomous Regions of China</li> <li><b>Explorer Mindset:</b> Create a Time Line</li> </ul>
<b>638–639</b> 0.5 DAY	<b>20.8 National Geographic Explorer Losang Rabgey: Building a Stronger Future for Tibetans</b> <ul style="list-style-type: none"> <li>Recognize how National Geographic Explorer Dr. Losang Rabgey and her nonprofit group Machik are working to improve the lives of Tibetans.</li> </ul>	<ul style="list-style-type: none"> <li><b>Striving Readers:</b> Pose and Answer Questions</li> </ul>	<ul style="list-style-type: none"> <li><b>Explorer Mindset:</b> Learn More About Machik</li> </ul>
<b>640–641</b> 0.5 DAY	<b>20.9 Republic of China (Taiwan)</b> <ul style="list-style-type: none"> <li>Describe Taiwan’s government and economy and explain its relationship with China.</li> </ul>	<ul style="list-style-type: none"> <li><b>English Language Learners:</b> Look for Signal Words</li> </ul>	<ul style="list-style-type: none"> <li><b>On Your Feet:</b> Corners: Taiwan</li> <li><b>Explorer Mindset:</b> Research Taiwan–China Relations</li> </ul>

Pages	Chapter Contents and Objectives	Differentiated Support	Active Options
<b>642–643</b> 0.5 DAY	<b>20.10 Japan’s Economic Future</b> <ul style="list-style-type: none"> <li>• Explain why Japan’s economy has declined and identify the country’s challenges.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Inclusion:</b> Use Supported Reading</li> </ul>	<ul style="list-style-type: none"> <li>• <b>On Your Feet:</b> Japan’s Economy Concept Web</li> <li>• <b>Explorer Mindset:</b> Research Japan’s Demographic Challenges</li> </ul>
<b>644–645</b> 0.5 DAY	<b>20.11 Comparing North and South Korea</b> <ul style="list-style-type: none"> <li>• Compare the different governments and economic systems of North Korea and South Korea.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Striving Readers:</b> Compare and Contrast</li> </ul>	<ul style="list-style-type: none"> <li>• <b>On Your Feet:</b> Role-Play Cultural Exchange</li> <li>• <b>Explorer Mindset:</b> Make Posters</li> </ul>
<b>646–647</b> 0.5 DAY	<b>Chapter Review</b>		<ul style="list-style-type: none"> <li>• <b>College &amp; Career Readiness:</b> Create a Web Page</li> </ul>

## DIGITAL RESOURCES

### FORMATIVE ASSESSMENT

- Chapter 20 Pretest
- Chapter 20 Reading & Note-Taking
- Chapter 20 Vocabulary Practice

### SUMMATIVE ASSESSMENT

- Chapter 20 Section Quizzes
- Chapter 20 Test A (on level)
- Chapter 20 Test B (modified)

### TEACHER RESOURCES

- Chapter 20 PowerPoint
- Chapter 20 Lesson Plan

### MEDIA RESOURCES

- **GeoVideo:** Introduce East Asia

- **Explorer Video:** Losang Rabgey
- **Image Gallery:** East Asia
- **Unit 10 GIS StoryMap**
- **National Geographic Atlas**
- **National Geographic MapMaker**
- **Primary Source Collection**
- **Cognero Test Bank**

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## | CHAPTER 21 |

# Chapter Planner

## Southeast Asia Geography & History

Pages	Chapter Contents and Objectives	Differentiated Support	Active Options
654–655 0.5 DAY	<p>Chapter Introduction</p> <ul style="list-style-type: none"> <li>• <b>What are the geographic conditions that divide Southeast Asia into many different parts?</b> (<i>Lessons 21.1–21.3</i>)</li> <li>• <b>How have physical barriers in Southeast Asia influenced its history?</b> (<i>Lessons 21.4–21.7</i>)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Strategies for Differentiation</b></li> <li>• <b>Reading Strategy:</b> Make Inferences</li> <li>• <b>Vocabulary Preview:</b> Knowledge Rating Chart</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Corners:</b> The Impact of Being Divided</li> <li>• <b>Team Word Webbing:</b> Physical Barriers</li> </ul>
656–661 1.5 DAYS	<p><b>21.1 Physical Geography</b></p> <ul style="list-style-type: none"> <li>• Analyze the location and physical geography of Southeast Asia.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Striving Readers:</b> Outline and Take Notes, Compare Countries</li> <li>• <b>Inclusion:</b> Analyze Visuals</li> <li>• <b>English Language Learners:</b> Word Squares</li> <li>• <b>Gifted &amp; Talented:</b> Virtually Tour the Rainforest</li> </ul>	<ul style="list-style-type: none"> <li>• <b>On Your Feet:</b> Talk on Topic, Find Answers, Make a Living Venn Diagram</li> <li>• <b>Explorer Mindset:</b> Investigate the Impact of Climate, Debate Issues</li> </ul>
662–663 0.5 DAY	<p><b>21.2 Parallel Rivers</b></p> <ul style="list-style-type: none"> <li>• Explain the importance of Southeast Asia's major rivers for sustaining life in the region.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Striving Readers:</b> Identify Main Idea and Details</li> <li>• <b>English Language Learners:</b> Model and Draw Meanings</li> </ul>	<ul style="list-style-type: none"> <li>• <b>On Your Feet:</b> Turn and Talk</li> <li>• <b>Explorer Mindset:</b> Map Dam Projects in the Region</li> </ul>

Pages	Chapter Contents and Objectives	Differentiated Support	Active Options
<p><b>664–665</b> 0.5 DAY</p>	<p><b>21.3 Global Issues: Protecting Biodiversity in Southeast Asia</b></p> <ul style="list-style-type: none"> <li>Describe threats to natural habitats and species in Southeast Asia.</li> </ul>	<ul style="list-style-type: none"> <li><b>English Language Learners:</b> Identify Endangered Species</li> <li><b>Gifted &amp; Talented:</b> Write and Illustrate a Picture Book</li> </ul>	<ul style="list-style-type: none"> <li><b>On Your Feet:</b> 5Ws and H Search</li> <li><b>Explorer Mindset:</b> Research Photo Ark Animals</li> </ul>
<p><b>666–667</b> 0.5 DAY</p>	<p><b>21.4 Ancient Valley Kingdoms</b></p> <ul style="list-style-type: none"> <li>Analyze the role of physical geography in the history and culture of Southeast Asia.</li> </ul>	<ul style="list-style-type: none"> <li><b>Striving Readers:</b> Sharing Notes</li> </ul>	<ul style="list-style-type: none"> <li><b>On Your Feet:</b> Discuss Kingdoms and Empires</li> <li><b>Explorer Mindset:</b> Tracking Cultural Diffusion</li> </ul>
<p><b>668–669</b> 0.5 DAY</p>	<p><b>21.5 Through the Lens: Kike Calvo</b></p> <ul style="list-style-type: none"> <li>Explain the significance of photographer Kike Calvo’s work and the temple complex of Angkor Wat.</li> </ul>	<ul style="list-style-type: none"> <li><b>English Language Learners:</b> Describe Angkor Wat</li> <li><b>Gifted &amp; Talented:</b> Learn More About Angkor Wat</li> </ul>	<ul style="list-style-type: none"> <li><b>On Your Feet:</b> Concentric Circles</li> </ul>
<p><b>670–673</b> 1 DAY</p>	<p><b>21.6 Trade and Colonialism</b></p> <ul style="list-style-type: none"> <li>Explain the effects of colonialism in Southeast Asia.</li> </ul>	<ul style="list-style-type: none"> <li><b>Striving Readers:</b> Identify Main Idea and Details</li> <li><b>Inclusion:</b> Create Time Lines</li> <li><b>English Language Learners:</b> Identify Synonyms</li> <li><b>Pre-AP:</b> Research the Spice Trade</li> </ul>	<ul style="list-style-type: none"> <li><b>On Your Feet:</b> Make a Living Map of Colonial Rule, Similarities and Differences</li> <li><b>Explorer Mindset:</b> Make an Illustrated Time Line</li> </ul>
<p><b>674–675</b> 0.5 DAY</p>	<p><b>21.7 Document-Based Question: The Vietnam War</b></p> <ul style="list-style-type: none"> <li>Analyze primary sources to determine the political reasons for the Vietnam War.</li> </ul>	<ul style="list-style-type: none"> <li><b>English Language Learners:</b> Identify Main Idea and Details</li> <li><b>Pre-AP:</b> Research the Vietnam War</li> </ul>	<ul style="list-style-type: none"> <li><b>Explorer Mindset:</b> Analyze More Primary Sources</li> </ul>
<p><b>676–677</b> 0.5 DAY</p>	<p><b>Chapter Review</b></p>		<ul style="list-style-type: none"> <li><b>College &amp; Career Readiness:</b> Write a Press Release</li> </ul>

## DIGITAL RESOURCES

### FORMATIVE ASSESSMENT

- Chapter 21 Pretest
- Chapter 21 Reading & Note-Taking
- Chapter 21 Vocabulary Practice

### SUMMATIVE ASSESSMENT

- Chapter 21 Section Quizzes
- Chapter 21 Test A (on level)
- Chapter 21 Test B (modified)

### TEACHER RESOURCES

- Chapter 21 PowerPoint
- Chapter 21 Lesson Plan

### MEDIA RESOURCES

- **GeoVideo:** Introducing Southeast Asia Geography & History
- **Photographer Video:** Kike Calvo
- **Image Gallery:** Southeast Asia
- **Unit 11 GIS StoryMap**
- **National Geographic Atlas**
- **National Geographic MapMaker**
- **Primary Source Collection**
- **Cognero Test Bank**

## | CHAPTER 22 |

## Chapter Planner

## Southeast Asia Today

Pages	Chapter Contents and Objectives	Differentiated Support	Active Options
678–679 0.5 DAY	<p>Chapter Introduction</p> <ul style="list-style-type: none"> <li>• <b>How have local traditions and outside influences shaped cultures in Southeast Asia?</b> (<i>Lessons 22.1–22.3</i>)</li> <li>• <b>How are Southeast Asia’s governments trying to unify their countries?</b> (<i>Lessons 22.4–22.6</i>)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Strategies for Differentiation</b></li> <li>• <b>Reading Strategy:</b> Analyze Cause and Effect</li> <li>• <b>Vocabulary Preview:</b> Vocabulary Knowledge Rating</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Corners:</b> Methods of Cultural Diffusion</li> <li>• <b>Numbered Heads:</b> Finding Unity</li> </ul>
680–685 1.5 DAYS	<p><b>22.1 Cultural Practices, Local Traditions</b></p> <ul style="list-style-type: none"> <li>• Describe the variety of religions, languages, and cultural practices that have developed and spread throughout Southeast Asia over time.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Striving Readers:</b> Categorize Information</li> <li>• <b>Inclusion:</b> Describe Visuals</li> <li>• <b>English Language Learners:</b> Compare and Contrast</li> <li>• <b>Gifted &amp; Talented:</b> Debate the Issue</li> <li>• <b>Pre-AP:</b> Research Communities</li> </ul>	<ul style="list-style-type: none"> <li>• <b>On Your Feet:</b> Talking Circles, Build a Summary, Rotating Discussion</li> <li>• <b>Explorer Mindset:</b> Map Languages, Write a Proposal</li> </ul>
686–687 0.5 DAY	<p><b>22.2 National Geographic Explorer Llenel Gonzales de Castro: Making History Personal</b></p> <ul style="list-style-type: none"> <li>• Examine how archaeology can become more accessible to everyone.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Inclusion:</b> Use Supported Reading</li> <li>• <b>Pre-AP:</b> Plan an Exhibit</li> </ul>	<ul style="list-style-type: none"> <li>• <b>On Your Feet:</b> Think, Pair, Share</li> </ul>

Pages	Chapter Contents and Objectives	Differentiated Support	Active Options
<b>688–689</b> 0.5 DAY	<b>22.3 Elephant Conservation</b> <ul style="list-style-type: none"> <li>Analyze the factors that cause the Asian elephant to be endangered.</li> </ul>	<ul style="list-style-type: none"> <li><b>English Language Learners:</b> Explore Vocabulary</li> </ul>	<ul style="list-style-type: none"> <li><b>On Your Feet:</b> Finish the Thought</li> <li><b>Explorer Mindset:</b> Examine Elephants' Significance</li> </ul>
<b>690–691</b> 0.5 DAY	<b>22.4 Governing Fragmented Countries</b> <ul style="list-style-type: none"> <li>Compare the problems of governing Indonesia, Malaysia, and the Philippines.</li> </ul>	<ul style="list-style-type: none"> <li><b>Pre-AP:</b> Report on Other Countries</li> </ul>	<ul style="list-style-type: none"> <li><b>On Your Feet:</b> Turn and Talk on Topic</li> <li><b>Explorer Mindset:</b> Research Nusantara</li> </ul>
<b>692–693</b> 0.5 DAY	<b>22.5 Migration Within Indonesia</b> <ul style="list-style-type: none"> <li>Explain the process of internal migration and describe its effects.</li> </ul>	<ul style="list-style-type: none"> <li><b>Gifted &amp; Talented:</b> Graph Population Density</li> </ul>	<ul style="list-style-type: none"> <li><b>On Your Feet:</b> Model Migration</li> <li><b>Explorer Mindset:</b> Write a Letter</li> </ul>
<b>694–695</b> 0.5 DAY	<b>22.6 Singapore's Growth</b> <ul style="list-style-type: none"> <li>Analyze how Singapore's free market is related to its economic success.</li> </ul>	<ul style="list-style-type: none"> <li><b>Inclusion:</b> Make Vocabulary Cards</li> </ul>	<ul style="list-style-type: none"> <li><b>On Your Feet:</b> Explore Contributing Factors</li> <li><b>Explorer Mindset:</b> Research Structures</li> </ul>
<b>696–697</b> 0.5 DAY	<b>Chapter Review</b>		<ul style="list-style-type: none"> <li><b>College &amp; Career Readiness:</b> Write a Culture Article</li> </ul>

## DIGITAL RESOURCES

### FORMATIVE ASSESSMENT

- Chapter 22 Pretest
- Chapter 22 Reading & Note-Taking
- Chapter 22 Vocabulary Practice

### SUMMATIVE ASSESSMENT

- Chapter 22 Section Quizzes
- Chapter 22 Test A (on level)

- Chapter 22 Test B (modified)

## TEACHER RESOURCES

- Chapter 22 PowerPoint
- Chapter 22 Lesson Plan

## MEDIA RESOURCES

- **GeoVideo:** Introduce Southeast Asia Today
- **Explorer Video:** Llenel Gonzales de Castro
- **Image Gallery:** Southeast Asia
- **Unit 11 GIS StoryMap**
- **National Geographic Atlas**
- **National Geographic MapMaker**
- **Primary Source Collection**
- **Cognero Test Bank**

## | CHAPTER 23 |

# Chapter Planner

Australia, the Pacific Realm & Antarctica Geography & History

Pages	Chapter Contents and Objectives	Differentiated Support	Active Options
<b>704–705</b> 0.5 DAY	Chapter Introduction <ul style="list-style-type: none"> <li>• <b>How did geographic isolation influence the development of this region?</b>(Lessons 23.1–23.4)</li> <li>• <b>How did geographic isolation shape the history of Australia and the Pacific Realm?</b>(Lessons 23.5–23.6)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Strategies for Differentiation</b></li> <li>• <b>Reading Strategy:</b> Summarize</li> <li>• <b>Vocabulary Preview:</b> Word Maps</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Fishbowl:</b> The Effects of Geographic Isolation</li> <li>• <b>Discussion:</b> Isolation Over Time</li> </ul>
<b>706–709</b> 1 DAY	<b>23.1 Physical Geography</b> <ul style="list-style-type: none"> <li>• Explore the geographic isolation of Australia, New Zealand, the Pacific Realm, and Antarctica, and describe the physical processes that formed the Pacific islands.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Striving Readers:</b> Compare and Contrast</li> <li>• <b>English Language Learners:</b> Complete and Write Sentences</li> </ul>	<ul style="list-style-type: none"> <li>• <b>On Your Feet:</b> Know Your Facts, Mix and Match</li> <li>• <b>Explorer Mindset:</b> Create a Precipitation Map</li> </ul>
<b>710–713</b> 1 DAY	<b>23.2 Native Plants and Animals</b> <ul style="list-style-type: none"> <li>• Analyze the impact of geographic isolation and invasive species on native species.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Inclusion:</b> Use Supported Reading</li> <li>• <b>Gifted &amp; Talented:</b> Write Journal Entries</li> </ul>	<ul style="list-style-type: none"> <li>• <b>On Your Feet:</b> Corners</li> <li>• <b>Explorer Mindset:</b> Research Native Species in New Zealand, Present Solutions for Invasive Species</li> </ul>
<b>714–715</b> 0.5 DAY	<b>23.3 National Geographic Explorer Ariel Waldman: Life</b>	<ul style="list-style-type: none"> <li>• <b>English Language Learners:</b> Teach</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Explorer Mindset:</b> Design Science Hacks</li> </ul>

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	<p><b>Under the Antarctic Ice</b></p> <ul style="list-style-type: none"> <li>Explain efforts to document microorganisms hidden in Antarctic ice and apply knowledge about them to an understanding of life on other planets.</li> </ul>	Compound Words	
<p><b>716–717</b> 0.5 DAY</p>	<p><b>23.4 Through the Lens: Ariel Waldman</b></p> <ul style="list-style-type: none"> <li>Describe how Ariel Waldman’s photography supports our understanding of life on Antarctica.</li> </ul>	<ul style="list-style-type: none"> <li><b>Inclusion:</b> Describe Photographs</li> </ul>	<ul style="list-style-type: none"> <li><b>Explorer Mindset:</b> Research Geographic Features in Antarctica</li> </ul>
<p><b>718–721</b> 1 DAY</p>	<p><b>23.5 Indigenous Populations</b></p> <ul style="list-style-type: none"> <li>Analyze how the languages and cultures of the Indigenous people of Australia and the Pacific Realm developed.</li> </ul>	<ul style="list-style-type: none"> <li><b>Striving Readers:</b> Preview Text</li> <li><b>Pre-AP:</b> Give Reports</li> </ul>	<ul style="list-style-type: none"> <li><b>On Your Feet:</b> Roundtable, Inside-Outside Circle</li> <li><b>Explorer Mindset:</b> Create a Stick Chart</li> </ul>
<p><b>722–723</b> 0.5 DAY</p>	<p><b>23.6 From Exiles to Colonists</b></p> <ul style="list-style-type: none"> <li>Describe the impact of British colonialism on the development of Australia.</li> </ul>	<ul style="list-style-type: none"> <li><b>Striving Readers:</b> Take Notes and Outline</li> </ul>	<ul style="list-style-type: none"> <li><b>On Your Feet:</b> Question and Answer</li> <li><b>Explorer Mindset:</b> Write a Journal Entry</li> </ul>
<p><b>724–725</b> 0.5 DAY</p>	<b>Chapter Review</b>		<ul style="list-style-type: none"> <li><b>College &amp; Career Readiness:</b> Write a Letter</li> </ul>

## DIGITAL RESOURCES

### FORMATIVE ASSESSMENT

- Chapter 23 Map Quiz
- Chapter 23 Pretest

- Chapter 23 Reading & Note-Taking
- Chapter 23 Vocabulary Practice

## SUMMATIVE ASSESSMENT

- Chapter 23 Section Quizzes
- Chapter 23 Test A (on level)
- Chapter 23 Test B (modified)

## TEACHER RESOURCES

- Chapter 23 PowerPoint
- Chapter 23 Lesson Plan

## MEDIA RESOURCES

- **GeoVideo:** Introduce Australia, the Pacific Realm & Antarctica Geography & History
- **Explorer Video:** Ariel Waldman
- **Photographer Video:** Ariel Waldman
- **Image Gallery:** Australia, the Pacific Realm & Antarctica
- **Unit 12 GIS StoryMap**
- **National Geographic Atlas**
- **National Geographic MapMaker**
- **Primary Source Collection**
- **Cognero Test Bank**

## | CHAPTER 24 |

# Chapter Planner

Australia, the Pacific Realm & Antarctica Today

Pages	Chapter Contents and Objectives	Differentiated Support	Active Options
726–727 0.5 DAY	<p>Chapter Introduction</p> <ul style="list-style-type: none"> <li>• <b>How are Australia, the Pacific Realm, and Antarctica becoming connected to the rest of the world?</b> (<i>Lessons 24.1–24.4</i>)</li> <li>• <b>What new economic patterns are emerging in the region?</b> (<i>Lessons 24.5–24.7</i>)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Strategies for Differentiation</b></li> <li>• <b>Reading Strategy:</b> Draw Conclusions</li> <li>• <b>Vocabulary Preview:</b> Definition Chart</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Jigsaw:</b> Preview Content</li> <li>• <b>Think, Pair, Share:</b> Global Goods</li> </ul>
728–731 1 DAY	<p><b>24.1 Internal and External Migration</b></p> <ul style="list-style-type: none"> <li>• Analyze causes and effects of rural-to-urban migration and immigration into Australia.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Striving Readers:</b> Write Summary Sentences</li> <li>• <b>Gifted &amp; Talented:</b> Make Multimedia Presentations</li> <li>• <b>Pre-AP:</b> Compare Droughts</li> </ul>	<ul style="list-style-type: none"> <li>• <b>On Your Feet:</b> String and Web, Inside-Outside Circles</li> <li>• <b>Explorer Mindset:</b> Produce a Human-Environment Report</li> </ul>
732–733 0.5 DAY	<p><b>24.2 Rights for Indigenous People</b></p> <ul style="list-style-type: none"> <li>• Summarize efforts to secure the rights of Indigenous people in Australia and New Zealand.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Inclusion:</b> Use Context Clues</li> </ul>	<ul style="list-style-type: none"> <li>• <b>On Your Feet:</b> Synonym Pairs</li> <li>• <b>Explorer Mindset:</b> Report on Indigenous Treaties and Rights</li> </ul>

Pages	Chapter Contents and Objectives	Differentiated Support	Active Options
734–735 0.5 DAY	<b>24.3 Pacific Cultures</b> <ul style="list-style-type: none"> <li>Analyze the history and cultural characteristics of Micronesia, Melanesia, and Polynesia.</li> </ul>	<ul style="list-style-type: none"> <li><b>Inclusion:</b> Monitor Comprehension</li> </ul>	<ul style="list-style-type: none"> <li><b>On Your Feet:</b> Word Chain</li> <li><b>Explorer Mindset:</b> Investigate Examples of Cultural Preservation</li> </ul>
736–737 0.5 DAY	<b>24.4 Antarctica</b> <ul style="list-style-type: none"> <li>Describe the history of human involvement in Antarctica.</li> </ul>	<ul style="list-style-type: none"> <li><b>English Language Learners:</b> Stump the Expert</li> </ul>	<ul style="list-style-type: none"> <li><b>On Your Feet:</b> Make a Children’s Book</li> <li><b>Explorer Mindset:</b> Investigate Natural Resources in Antarctica</li> </ul>
738–739 0.5 DAY	<b>24.5 New Trade Patterns</b> <ul style="list-style-type: none"> <li>Explain how trade has influenced the economies of Australia, New Zealand, and Pacific island countries.</li> </ul>	<ul style="list-style-type: none"> <li><b>Striving Readers:</b> Summarize</li> </ul>	<ul style="list-style-type: none"> <li><b>On Your Feet:</b> Group Think Tank</li> <li><b>Explorer Mindset:</b> Research and Report on Trade</li> </ul>
740–741 0.5 DAY	<b>24.6 Global Issues: Reefs and Tourism</b> <ul style="list-style-type: none"> <li>Analyze the impact of adventure tourism and efforts to preserve the Great Barrier Reef.</li> </ul>	<ul style="list-style-type: none"> <li><b>English Language Learners:</b> Monitor Comprehension</li> </ul>	<ul style="list-style-type: none"> <li><b>On Your Feet:</b> Numbered Heads</li> <li><b>Explorer Mindset:</b> Make a Mock Conservation Website</li> </ul>
742–743 0.5 DAY	<b>24.7 Crisis Response and Resilience</b> <ul style="list-style-type: none"> <li>Analyze efforts by the governments of Australia and New Zealand to address environmental and public health crises.</li> </ul>	<ul style="list-style-type: none"> <li><b>Striving Readers:</b> Identify Main Ideas and Details</li> </ul>	<ul style="list-style-type: none"> <li><b>On Your Feet:</b> True-False Cards</li> <li><b>Explorer Mindset:</b> Develop a PSA About Bushfire Preparations</li> </ul>
744–745 0.5 DAY	<b>Chapter Review</b>		<ul style="list-style-type: none"> <li><b>College &amp; Career Readiness:</b> Write a Travelogue</li> </ul>

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