

Basic Skills

K	1	2	3	4	5	6	7	8	9	10	11	12	Teaching Time	Quarter
			I	I	R	M	MM						5-10 Days	1

P.A.S.S. Objective

The student will...

I. Use maps and other geographic representations (e.g., computer-based technologies) of the United States, other locales and regions, and the world.

- A. Locate, gather and analyze information from primary and secondary sources.
- B. Define, recognize and locate basic landforms and bodies of water.
- D. Identify, evaluate information, and draw conclusions from different kinds of maps, and from graphs, charts, diagrams, and other representations (e.g., aerial and shuttle photographs, satellite-produced images, the geographic information system, and computer-based technologies).

II. Analyze the physical and human landscapes of the world using maps, globes, and other pictorial representations.

- A. Demonstrate how maps reflect particular historical and political perspectives.
- B. Apply the topics of scale, orientation, latitude and longitude.
- C. Compare political, physical, and thematic maps of countries and regions.
- D. Recognize regional climatic patterns and weather phenomena, and identify factors that contribute to them (e.g., latitude, elevation, earth-sun relationships, prevailing wind, and proximity to bodies of water).

National Geography Standards: 1, 3

District Objective(s)

Students will:

1. Identify and apply basic vocabulary terms useful in geography.
2. Define and correctly use basic map and globe skills.
3. Distinguish between different types of maps.

<input checked="" type="checkbox"/> SAT9	<input checked="" type="checkbox"/> CRT	<input type="checkbox"/> EOI	<input type="checkbox"/> AP	Textbook Rating 1
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Topics	Textbook Correlation
<ol style="list-style-type: none"> 1. Absolute Location <ul style="list-style-type: none"> a. Time Zones b. Climate Zones c. Longitude (meridians) d. Latitude (parallels) e. Hemisphere f. Great Circle Route g. Contour Lines 2. Relative Location <ul style="list-style-type: none"> a. Directions: cardinal and intermediate b. Continents c. Oceans 3. Map Skills <ul style="list-style-type: none"> a. Key b. Compass Rose c. Scale d. Reading Graphs and Charts 	<p>Map Skills Handbook, pages 2-17</p> <hr/> <p style="text-align: center;">Instructional Resources</p> <p>Geography Handbook Transparencies 1 - 12</p> <p>Unit Overlay Transparencies 1-9, 1-10</p>

Instructional Resources	Suggested Strategies/Activities
<p>Web Sites</p> <p>www.glencoe.com</p> <p>www.nationalgeographic.com</p> <p>www.hprtec.org</p> <p>www.historylink.com</p> <p>www.historychannel.com</p> <p>www.lessonplanspage.com</p> <p>www.maps101.com</p> <p>www.historynet.com</p> <p>http://geography.miningco.com</p> <p>www.americanhistory.about.com</p> <p>www.historylink101.com</p>	<p>Nystrom Desk Atlas Activities 3, 4</p> <p>Map Activity, Teacher’s Edition, page 1</p> <p>Geography Handbook Activities 1 - 20</p> <p>Cooperative Learning Activity: Organize the class into two-person teams. Have each team record the absolute location (in degrees latitude and longitude) of 20 named places on the globe (cities, natural features, and so on). Then pit teams against each other in a round-robin Absolute Location Tournament. In each round, one team will say aloud the latitude and longitude of five places and time the other team as they locate the places on a globe. The teams will then switch roles. The team with the better time wins the round.</p>
Assessments	
<p>Nystrom Desk Atlas Activities 3, 4</p> <p>Geography Handbook Activities 1 - 20</p>	

What is Geography?														
K	1	2	3	4	5	6	7	8	9	10	11	12	Teaching Time	Quarter
I	I	I	R	R	R	M	MM						2-3 Days	1
<p>P.A.S.S. Objective The student will...</p> <p>I. Use maps and other geographic representations (e.g., computer-based technologies) of the United States, other locales and regions, and the world.</p> <p>A. Locate, gather and analyze information from primary and secondary sources.</p> <p>B. Define, recognize and locate basic landforms and bodies of water.</p> <p>D. Identify, evaluate information, and draw conclusions from different kinds of maps, and from graphs, charts, diagrams, and other representations (e.g., aerial and shuttle photographs, satellite-produced images, the geographic information system, and computer-based technologies).</p>														
National Geography Standards: 1, 3														
<p>District Objective(s) Students will:</p> <ol style="list-style-type: none"> Describe the relationship existing between the Five Themes of Geography and their study of the various regions of the world. Define <i>geography</i> and identify the role that geography plays in our daily lives (e.g., physically, politically, economically and culturally). Describe the role of geography in historical events. 														
<input checked="" type="checkbox"/> SAT9 <input checked="" type="checkbox"/> CRT <input type="checkbox"/> EOI <input type="checkbox"/> AP										Textbook Rating 1				
Topics										Textbook Correlation				
<ol style="list-style-type: none"> What is geography? Identify the Five Themes of Geography <ol style="list-style-type: none"> Location Place Human/Environment Interaction Movement Regions 										Chapter 1, Section 1 Teacher's Edition, pp 20A - 20D				
										Instructional Resources				
										Nystrom Desk Atlas Activities 5, 6 Focus Transparencies 1-1 Geography Handbook Transparency 2 Political Map Transparency 1 Glencoe's Skillbuilder Interactive CD Chapter Challenger Interactive Software				

Instructional Resources	Suggested Strategies/Activities
<p>Web Sites</p> <p>www.glencoe.com</p> <p>www.nationalgeographic.com</p> <p>www.hprtec.org</p> <p>www.historylink.com</p> <p>www.historychannel.com</p> <p>www.lessonplanspage.com</p> <p>www.maps101.com</p> <p>www.historynet.com</p> <p>http://geography.miningco.com</p> <p>www.americanhistory.about.com</p> <p>www.historylink101.com</p>	<p>Cooperative Learning Activities Workbook, pg 1 Create a booklet to illustrate the Five Themes of Geography</p> <p>Geography Skills Activity Book: Activity 1</p> <p>Building Skills in Geography, Unit 1, Lesson 7</p> <p>Mental Mapping Activity: Teacher’s Edition, pg 34</p> <p>Critical Thinking Skills Book: Activity 1</p> <p>GeoLab: Activity 1</p> <p>Develop a Picture Dictionary for geography terms or themes.</p> <p>Bring a picture from newspaper or magazine that identifies geography.</p>
Assessments	
<p>Essay: Have students describe their home through the Five Themes of Geography. This should include how their home meets the Five Themes.</p> <p>Performance Assessment: Activity 1</p> <p>Mindjogger Video Quiz</p> <p>Critical Thinking Activities, Teacher’s Edition, page 34 Drawing Conclusions Analyzing Information</p>	

Physical Geography: Landforms and Water Bodies

K	1	2	3	4	5	6	7	8	9	10	11	12	Teaching Time	Quarter
			I	R	R	M	MM						3-5 Days	1

P.A.S.S. Objective

IV. Analyze how selected physical, human, and environmental processes shape the biosphere.

- A. Identify forces beneath and above the crust that shape the earth, explaining the processes and agents.

National Geography Standards: 1, 2, 3, 4, 7, 15

District Objective(s)

Students will:

1. Identify and explain how the earth's structure is layered.
2. Discuss how forces change landforms.
3. Identify the earth's major landforms.

SAT9 CRT EOI AP

Textbook Rating 1

Topics	Textbook Correlation
<ol style="list-style-type: none"> 1. Earth's Structure <ol style="list-style-type: none"> a. Core b. Mantle c. Crust d. Magma e. Plate Tectonics f. Earthquakes g. Tsunamis 2. Forces of Change <ol style="list-style-type: none"> a. Faults b. Earthquakes c. Weathering d. Erosion 3. Types of Landforms <ol style="list-style-type: none"> a. Major landforms: mountains, hills, plateaus, plains b. Small Landforms: valleys, canyons c. Isthmus d. Peninsula 4. Water Bodies <ol style="list-style-type: none"> a. Oceans b. Seas c. Gulfs d. Rivers e. Lakes f. Streams g. Bays 5. Atmosphere 	<p>Chapter 1, Section 3 Teacher's Edition, pp 20A - 20D</p> <hr/> <p style="text-align: center;">Instructional Resources</p> <p>Nystrom Desk Atlas Activities 7 - 8</p> <p>Focus Transparency 1-3</p>

Instructional Resources	Suggested Strategies/Activities
<p>Web Sites www.glencoe.com www.nationalgeographic.com www.hprtec.org www.historylink.com www.historychannel.com www.lessonplanspage.com www.maps101.com www.historynet.com http://geography.miningco.com www.americanhistory.about.com www.historylink101.com</p>	<p>Chapter Map Activity 1</p> <p>Cooperative Learning Activities Workbook, page 1 Create a booklet to illustrate the Five Themes of Geography</p> <p>Geography Skills Activity Book: Activity 1</p> <p>Building Skills in Geography, Unit 1, Lesson 7</p> <p>Mental Mapping Activity: Teacher’s Edition, page 34</p> <p>Critical Thinking Skills Book: Activity 1</p> <p>GeoLab: Activity 1</p> <p>Chapter Challenger Interactive Software</p>
Assessments	
<p>Critical Thinking Activities, Teacher’s Edition, page 34 Drawing Conclusions Analyzing Information</p> <p>Mindjogger Videoquiz</p> <p>Geoquiz Transparencies 1-1, 1-2</p> <p>Performance Assessment Activity 1</p>	

Physical Geography: Water Cycle and Climatic Regions

K	1	2	3	4	5	6	7	8	9	10	11	12	Teaching Time	Quarter
						I	M						3 Days	1

P.A.S.S. Objective

The student will...

II. Analyze the physical and human landscapes of the world using maps, globes, and other pictorial representations.

- B. Apply the topics of scale, orientation, latitude and longitude.
- D. Recognize regional climatic patterns and weather phenomena, and identify factors that contribute to them (e.g., latitude, elevation, earth-sun relationships, prevailing wind, and proximity to bodies of water).

III. Locate on appropriate maps the major cultural and physical regions of the world.

- A. Recognize and describe common characteristics of world regions, including language, ethnic heritage, religion, natural resources, climate and landforms.
- B. Explain how common characteristics can link and divide regions.

IV. Analyze how selected physical, human, and environmental processes shape the biosphere.

- A. Identify forces beneath and above the crust that shape the earth, explaining the processes and agents that affect the physical features of the earth, and their influence on the formation and distribution of resources.

National Geography Standards: 1, 2, 3, 4, 7, 8, 15

District Objective(s)

Students will:

1. Describe how the water of the earth moves in a cycle.
2. Investigate what climate is and the factors that influence climate.
3. Identify each major climate region and explain what factors determine a particular climate.
4. Describe how moving wind and water spread the sun's heat.
5. Identify what causes a rain shadow.
6. Describe major world climate regions and specify where each is located.
7. Relate what kinds of vegetation grow in each world climate.

SAT9 CRT EOI AP

Textbook Rating 1

Topics	Textbook Correlation
<ol style="list-style-type: none"> 1. Water <ol style="list-style-type: none"> a. Water Cycle b. Fresh Water c. Ocean Water 2. Climate <ol style="list-style-type: none"> a. Effects of Latitude b. Currents c. Hurricanes d. Typhoons e. Rain Shadow f. Tropical Climates g. Mid-Latitude Climates h. High Latitude Climates i. Dry Climates 	<p>Chapter 2 Teacher's Edition, pp 36A - 36D</p> <hr/> <p style="text-align: center;">Instructional Resources</p> <p>Nystrom Desk Atlas Activities 7 - 12</p> <p>Section Focus Transparencies 2-1, 2-2, 2-3</p> <p>Presentation Plus CD-ROM</p>

Instructional Resources	Suggested Strategies/Activities
<p>Unit Overlay Transparencies 1-2, 1-4, 1-5</p> <p>Political Map Transparency 1</p> <p>Chapter Challenge Interactive Review Software</p> <p>Glencoe Skillbuilder CD-ROM</p> <p><u>Web Sites</u></p> <p>www.glencoe.com</p> <p>www.nationalgeographic.com</p> <p>www.hprtec.org</p> <p>www.historylink.com</p> <p>www.historychannel.com</p> <p>www.lessonplanspage.com</p> <p>www.maps101.com</p> <p>www.historynet.com</p> <p>http://geography.miningco.com</p> <p>www.americanhistory.about.com</p> <p>www.historylink101.com</p>	<p>Enrichment Activities Book, page 2 Water, Water, Everywhere</p> <p>GeoLab Activity: Water: It's Not All Wet, Teacher's Edition, pages 52-53</p> <p>Geolab Activities Workbook, page 5 Creating a Population Cartogram</p> <p>Building Skills in Geography, Unit 1, Lesson 1</p> <p>Geography Skills Activity 2</p> <p>Cooperative Learning Activity 2</p> <p>Critical Thinking Skills Activity 2</p> <p>GeoLab Activity 2</p>
Assessments	
<p>Critical Thinking Activities, Teacher's Edition, page 50</p> <p>Performance Assessment Activity 2</p> <p>Mindjogger Videoquiz</p> <p>Geoquiz Transparencies 2-1, 2-2</p>	

Human Geography

K	1	2	3	4	5	6	7	8	9	10	11	12	Teaching Time	Quarter
						I	M						5 Days	1

P.A.S.S. Objective

The student will...

- II. Analyze the physical and human landscapes of the world using maps, globes, and other pictorial representations.**
- III. Locate on appropriate maps the major cultural and physical regions of the world.**
 - A. Recognize and describe common characteristics of world regions, including language, ethnic heritage, religion, natural resources, climate and landforms.
- IV. Analyze how selected physical, human, and environmental processes shape the biosphere.**
 - B. Analyze patterns of human settlement and urban development, including site and situation, the function of towns and cities, and issues related to human mobility, population growth, social structure, and the environment.
 - C. Evaluate the impact of human population and its growth on atmospheric changes (e.g., the greenhouse effect, desertification, and clear-cutting forests).
 - D. Examine the effects of industrialization and urbanization on the environment and the physical landscape (e.g., air and water pollution, urban sprawl, and use of pesticides and herbicides in agriculture).
- V. Examine and interpret world cultural and physical patterns and their interactions.**
 - D. Identify and describe the relationships between the distribution of major natural resources (e.g., water, fossil fuels, and iron ore) and developed and developing countries.

National Geography Standards: 1, 2, 3, 4, 6, 9, 10, 11, 12, 13

District Objective(s)

Students will:

1. Discuss the concept of culture.
2. Investigate issues related to human population and to population growth.
3. Examine the role of renewable and nonrenewable resources in human activities.
4. Discuss how the earth's population is changing.
5. Discuss how overusing resources may threaten the environment.

SAT9 CRT EOI AP

Textbook Rating 1

Topics	Textbook Correlation
<ol style="list-style-type: none"> 1. Culture <ul style="list-style-type: none"> a. Language b. Religion c. Government d. Economics e. History 2. Population Patterns <ul style="list-style-type: none"> a. Distribution b. Density c. Urbanization d. Growth 3. Resources <ul style="list-style-type: none"> a. Natural Resources b. Earning a Living 4. Environmental Issues 5. Developed v. Developing 	Chapter 3 Teacher's Edition, pp 54A - 54D
	Instructional Resources
	Nystrom Desk Atlas Activities 11-12 Section Focus Transparencies 3-1, 3-2, 3-3 Geography Handbook Transparency 2 Political Map Transparency 1 Unit Overlay Transparencies 1-3, 1-6, 1-7

Instructional Resources	Suggested Strategies/Activities
<p>World Music: Cultural Traditions, Listening to the World’s Music, pp 11-12</p> <p>World Literature Reading 1</p> <p>Glencoe’s Skillbuilder CD-ROM</p> <p>Chapter Challenger Interactive Software</p> <p>Presentation Plus CD-ROM</p> <p>Web Sites</p> <p>www.glencoe.com</p> <p>www.nationalgeographic.com</p> <p>www.hprtec.org</p> <p>www.historylink.com</p> <p>www.historychannel.com</p> <p>www.lessonplanspage.com</p> <p>www.maps101.com</p> <p>www.historynet.com</p> <p>http://geography.miningco.com</p> <p>www.americanhistory.about.com</p> <p>www.historylink101.com</p>	<p>Geography Skills Activity 3</p> <p>Building Skills in Geography, Unit 1, Lessons 4-5</p> <p>Cooperative Learning Activity 3</p> <p>Chapter Map Activity 3</p> <p>GeoLab Activity 3</p> <p>Critical Thinking Skills Activity 3</p> <p>National Geographic Society: Eye on the Environment, Teacher’s Edition, pages 72-73</p>
Assessments	
<p>Performance Assessment Book, page 9 Have students write a proposal to convince a company to build in their area. Students would describe the physical geography, resources, etc., of the area.</p> <p>Geoquiz Transparency 3-1, 3-2, 3-3</p> <p>Performance Assessment Activity 3</p> <p>Mindjogger Video Quiz</p>	

Regional Geography: The United States

K	1	2	3	4	5	6	7	8	9	10	11	12	Teaching Time	Quarter
				I	R	R	M	MM	MM				10 Days	1

P.A.S.S. Objective

- I. Use maps and other geographic representations of the United States, other locales and regions, and the world.**
 - C. Locate on appropriate maps the fifty states of the United States, and their capitals, and major cities, rivers, mountain ranges, bodies of water, regions, and countries of the world.
- III. Locate on appropriate maps the major cultural and physical regions of the world.**
 - A. Recognize and describe common characteristics of world regions, including language, ethnic heritage, religion, natural resources, climate and landforms.
 - B. Explain how common characteristics can link and divide regions.
- IV. Analyze how selected physical, human, and environmental processes shape the biosphere.**
 - B. Analyze patterns of human settlement and urban development, including site and situation, the function of towns and cities, and issues related to human mobility, population growth, social structure, and the environment.
- V. Examine and interpret world cultural and physical patterns and their interactions.**
 - B. Identify examples of and reasons for conflict and cooperation among groups, societies, countries, and regions.
 - D. Identify and describe the relationships between the distribution of major natural resources (e.g., water, fossil fuels, and iron ore) and developed and developing countries.

National Geography Standards: 4, 10, 11, 14, 16

District Objective(s): Same as PASS

<input type="checkbox"/> SAT9 <input checked="" type="checkbox"/> CRT <input type="checkbox"/> EOI <input type="checkbox"/> AP	Textbook Rating 1
Topics	Textbook Correlation
1. Physical Geography <ul style="list-style-type: none"> a. Political Regions: Location of States and Capitals b. Physical Regions <ul style="list-style-type: none"> 1. Coastal Plains 2. Appalachian Mountains 3. Interior Plains 4. Rocky Mountains 5. Great Basin 6. Pacific Coast c. Climate, Weather, and Vegetation 2. Human Geography <ul style="list-style-type: none"> a. Ethnic Groups b. Government c. Population Distribution d. Natural Resources and Minerals e. Manufacturing and Trade f. Agricultural Regions and Products g. Environmental Issues 	Chapter 4 Teacher's Edition, pp 88A - 88D Instructional Resources Nystrom Desk Atlas Activities pages 13-14, 18-29 Section Focus Transparencies 4-1, 4-2, 4-3 Presentation Plus CD-ROM Political Map Transparency 2 Unit Overlay Transparencies 2-0 through 2-6 World Cultures Transparencies 1, 2

Instructional Resources	Suggested Strategies/Activities
<p>World Music: Cultural Traditions Lesson 1</p> <p>Focus on World Art Prints 3, 4, 25</p> <p>Glencoe’s Skillbuilder Interactive CD</p> <p>Chapter Challenger Interactive Software</p> <p>Web Sites</p> <p>www.glencoe.com</p> <p>www.nationalgeographic.com</p> <p>www.hprtec.org</p> <p>www.historylink.com</p> <p>www.historychannel.com</p> <p>www.lessonplanspage.com</p> <p>www.maps101.com</p> <p>www.historynet.com</p> <p>http://geography.miningco.com</p> <p>www.americanhistory.about.com</p> <p>www.historylink101.com</p>	<p>Geography Skills Activity 4</p> <p>Cooperative Learning Activity 4</p> <p>GeoLab Activity: The Continental Divide, Teacher’s Edition, pp 110-111</p> <p>GeoLab Activity 4</p> <p>Chapter Map Activity 4</p> <p>Cooperative Learning Workbook, page 7 Creating a Time Capsule of United States Culture</p> <p>Critical Thinking Skills Workbook, page 7: Identifying the Main Idea</p> <p>Fact-Finding (Use for each region. See accompanying sheets.)</p>
Assessments	
<p>Students should choose a state and create an informational guide about the state. The guide should include such things as population density, resources, economy, culture, etc.</p> <p>Performance Assessment Activity 4</p> <p>Geoquiz Transparencies 4-1, 4-2</p> <p>Mindjogger Video Quiz</p> <p>Critical Thinking Activities, Teacher’s Edition, page 108</p> <p style="padding-left: 40px;">Evaluating Information: Has the United States made wise use of its resources? Explain your answer.</p> <p style="padding-left: 40px;">Analyzing Information: How does the art of Native Americans of the Southwest reflect their environment?</p>	

Regional Geography: Canada

K	1	2	3	4	5	6	7	8	9	10	11	12	Teaching Time	Quarter
							I-M		MM				7-10 Days	1

P.A.S.S. Objective

The student will...

- III. Locate on appropriate maps the major cultural and physical regions of the world.**
 - A. Recognize and describe common characteristics of world regions, including language, ethnic heritage, religion, natural resources, climate and landforms.
 - B. Explain how common characteristics can link and divide regions.
- IV. Analyze how selected physical, human, and environmental processes shape the biosphere.**
 - B. Analyze patterns of human settlement and urban development, including site and situation, the function of towns and cities, and issues related to human mobility, population growth, social structure, and the environment.
- V. Examine and interpret world cultural and physical patterns and their interactions.**
 - B. Identify examples of and reasons for conflict and cooperation among groups, societies, countries, and regions.
 - D. Identify and describe the relationships between the distribution of major natural resources (e.g., water, fossil fuels, and iron ore) and developed and developing countries.

National Geography Standards: 4, 5, 9, 10, 12, 14

District Objective(s): Same as PASS

SAT9 CRT EOI AP

Textbook Rating 1

Topics	Textbook Correlation
1. Physical Geography <ul style="list-style-type: none"> a. Political Regions b. Physical Regions <ul style="list-style-type: none"> 1. Appalachian Highlands 2. St. Lawrence River 3. Great Lakes 4. Canadian Shield 5. Arctic Islands 6. Interior Plains 7. Rocky Mountains 8. Pacific Coast c. Climate and Weather d. Vegetation 2. Human Geography <ul style="list-style-type: none"> b. Economy c. History and Government d. People and Population Distribution e. Cultural Differences e. Natural Resources and Minerals f. Manufacturing and Trade g. Agricultural Regions and Products h. Environmental Issues 	Chapter 5 Teacher's Edition, pp 114A - 114D <hr/> <p style="text-align: center;">Instructional Resources</p> <p>Nystrom Desk Atlas Activities 15 - 17</p> Section Focus Transparencies 5-1, 5-2, 5-3
	Unit Overlay Transparencies 2-0 through 2-6
	Political Map Transparency 2
	World Cultures Transparency 2
	Glencoe's Skillbuilder Interactive CD
	Chapter Challenger Interactive Software
	Presentation Plus CD-ROM

Instructional Resources	Suggested Strategies/Activities
<p>Web Sites</p> <p>www.glencoe.com</p> <p>www.nationalgeographic.com</p> <p>www.hprtec.org</p> <p>www.historylink.com</p> <p>www.historychannel.com</p> <p>www.lessonplanspage.com</p> <p>www.maps101.com</p> <p>www.historynet.com</p> <p>http://geography.miningco.com</p> <p>www.americanhistory.about.com</p> <p>www.historylink101.com</p>	<p>Geography Skills Activity 5</p> <p>GeoLab Activity 5</p> <p>Chapter Map Activity 5</p> <p>Cooperative Learning Activity 5</p> <p>Critical Thinking Skills Activity 5</p> <p>Environment Case Study 9</p> <p>National Geographic Society: Eye on the Environment, Teacher’s Edition, pages 134 - 135</p> <p>Geolab Activity Workbook, page 9 Creating a Road Sign for Quebec</p> <p>Enrichment Activities Book, page 5: Changing Canada’s Map</p>
Assessments	
<p>Performance Assessment Book, page 10 Write an article for a travel magazine detailing the scenic and cultural features of a Canadian Province.</p> <p>Geoquiz Transparencies 5-1, 5-2</p> <p>Mindjogger Videoquiz</p>	

Regional Geography: Mexico

K	1	2	3	4	5	6	7	8	9	10	11	12	Teaching Time	Quarter
							I-M		MM				7-10 Days	2

P.A.S.S. Objective

The student will...

- III. Locate on appropriate maps the major cultural and physical regions of the world.**
 - A. Recognize and describe common characteristics of world regions, including language, ethnic heritage, religion, natural resources, climate and landforms.
 - B. Explain how common characteristics can link and divide regions.
- IV. Analyze how selected physical, human, and environmental processes shape the biosphere.**
 - B. Analyze patterns of human settlement and urban development, including site and situation, the function of towns and cities, and issues related to human mobility, population growth, social structure, and the environment.
- V. Examine and interpret world cultural and physical patterns and their interactions.**
 - B. Identify examples of and reasons for conflict and cooperation among groups, societies, countries, and regions.
 - D. Identify and describe the relationships between the distribution of major natural resources (e.g., water, fossil fuels, and iron ore) and developed and developing countries.

National Geography Standards: 3, 4, 8, 10, 16, 18

District Objective(s): Same as PASS

SAT9 CRT EOI AP

Textbook Rating 1

Topics	Textbook Correlation
1. Physical Geography <ul style="list-style-type: none"> a. Political Regions b. Physical Regions <ul style="list-style-type: none"> 1. Mountains 2. Plateaus 3. Coastal Lowlands c. Climate and Weather d. Vegetation 2. Human Geography <ul style="list-style-type: none"> a. Economy b. Agricultural Regions and Products c. Industrialization d. Manufacturing and Free Trade e. History and Government f. People and Population Distribution g. Cultural Differences h. Religion i. Natural Resources and Minerals j. Environmental Issues 	Chapter 6 Teacher's Edition, pp 152A - 152D <hr/> <p style="text-align: center;">Instructional Resources</p> Section Focus Transparency 6-1, 6-2, 6-3 Political Map Transparency 3 Unit Overlay Transparencies 3-0, 3-1, 3-3, 3-5 World Cultures Transparency 3 Focus on World Art Print 11 World Music: Cultural Traditions Lesson 2

Instructional Resources	Suggested Strategies/Activities
<p>Glencoe’s Skillbuilder Interactive CD</p> <p>Chapter Challenger Interactive Software</p> <p>Presentation Plus CD-ROM</p> <p>Web Sites</p> <p>www.glencoe.com</p> <p>www.nationalgeographic.com</p> <p>www.hprtec.org</p> <p>www.historylink.com</p> <p>www.historychannel.com</p> <p>www.lessonplanspage.com</p> <p>www.maps101.com</p> <p>www.historynet.com</p> <p>http://geography.miningco.com</p> <p>www.americanhistory.about.com</p> <p>www.historylink101.com</p>	<p>GeoLab Activity: Volcanoes: Powerful Giants Teacher’s Edition, pp 172 - 173</p> <p>Geography Skills Activity 6</p> <p>GeoLab Activity 6</p> <p>Chapter Map Activity 6</p> <p>Cooperative Learning Workbook, page 11 Create a mural of life in Mexico using photos or drawings</p> <p>Cooperative Learning Activity 6</p> <p>Critical Thinking Skills Workbook, pages 11- 12: Making Comparisons</p>
Assessments	
<p>Performance Assessment Activity 6</p> <p>Geoquiz Transparencies 6-1, 6-2</p> <p>Mindjogger Videoquiz</p> <p>Evaluating Information: What examples of Mexican culture do you find in your own community? What conclusion can you draw from this knowledge?</p>	

Regional Geography: Central America and the West Indies														
K	1	2	3	4	5	6	7	8	9	10	11	12	Teaching Time	Quarter
							I-M		MM				5-7 Days	2
<p>P.A.S.S. Objective The student will...</p> <p>III. Locate on appropriate maps the major cultural and physical regions of the world. A. Recognize and describe common characteristics of world regions, including language, ethnic heritage, religion, natural resources, climate and landforms. B. Explain how common characteristics can link and divide regions.</p> <p>IV. Analyze how selected physical, human, and environmental processes shape the biosphere. B. Analyze patterns of human settlement and urban development, including site and situation, the function of towns and cities, and issues related to human mobility, population growth, social structure, and the environment.</p> <p>V. Examine and interpret world cultural and physical patterns and their interactions. B. Identify examples of and reasons for conflict and cooperation among groups, societies, countries, and regions. D. Identify and describe the relationships between the distribution of major natural resources (e.g., water, fossil fuels, and iron ore) and developed and developing countries.</p>														
National Geography Standards: 3, 4, 6, 9, 10														
District Objective(s): Same as PASS														
<input type="checkbox"/> SAT9 <input checked="" type="checkbox"/> CRT <input type="checkbox"/> EOI <input type="checkbox"/> AP										Textbook Rating 1				
Topics										Textbook Correlation				
1. Physical Geography a. Political Regions b. Physical Regions 1. Central Highlands 2. Coastal Plains 3. Pacific Lowlands 4. Caribbean Lowlands c. Climate and Weather d. Vegetation 2. Human Geography a. Economy b. Agricultural Regions and Products c. Industrialization d. Tourism e. History and Government f. Population Diversity and Distribution g. Cultural Differences h. Natural Resources and Minerals i. Environmental Issues										Chapter 7 Teacher's Edition, pp 174A - 174D Instructional Resources Nystrom Desk Atlas Activity 30 Section Focus Transparencies 7-1, 7-2 Political Map Transparency 3 Unit Overlay Transparencies 3-0 through 3-6 Focus on World Art Print 11 Glencoe's Skillbuilder Interactive CD Chapter Challenger Interactive Software Presentation Plus CD-ROM World Music: Cultural Traditions Lesson 2				

Instructional Resources	Suggested Strategies/Activities
<p>Web Sites</p> <p>www.glencoe.com</p> <p>www.nationalgeographic.com</p> <p>www.hprtec.org</p> <p>www.historylink.com</p> <p>www.historychannel.com</p> <p>www.lessonplanspage.com</p> <p>www.maps101.com</p> <p>www.historynet.com</p> <p>http://geography.miningco.com</p> <p>www.americanhistory.about.com</p> <p>www.historylink101.com</p>	<p>Geography Skills Activity 7</p> <p>Chapter Map Activity 7</p> <p>GeoLab Activity 7</p> <p>Critical Thinking Skills Activity 7</p> <p>Cooperative Learning Skills Workbook, page 13: Create a song of the Caribbean using a calypso melody. Words should describe life in the Caribbean.</p> <p>Enrichment Activities Workbook, page 7: Classification of Information</p>
Assessments	
<p>Performance Assessment Activity 7</p> <p>Geoquiz Transparencies 7-1, 7-2</p> <p>Mindjogger Videoquiz</p>	

Regional Geography: Northern South America

K	1	2	3	4	5	6	7	8	9	10	11	12	Teaching Time	Quarter
							I-M		MM				7-10 Days	2

P.A.S.S. Objective

The student will...

- III. Locate on appropriate maps the major cultural and physical regions of the world.**
 - A. Recognize and describe common characteristics of world regions, including language, ethnic heritage, religion, natural resources, climate and landforms.
 - B. Explain how common characteristics can link and divide regions.
- IV. Analyze how selected physical, human, and environmental processes shape the biosphere.**
 - B. Analyze patterns of human settlement and urban development, including site and situation, the function of towns and cities, and issues related to human mobility, population growth, social structure, and the environment.
- V. Examine and interpret world cultural and physical patterns and their interactions.**
 - B. Identify examples of and reasons for conflict and cooperation among groups, societies, countries, and regions.
 - D. Identify and describe the relationships between the distribution of major natural resources (e.g., water, fossil fuels, and iron ore) and developed and developing countries.

National Geography Standards: 3, 4, 6, 7, 8,

District Objective(s): Same as PASS

SAT9 CRT EOI AP

Textbook Rating 1

Topics	Textbook Correlation
1. Physical Geography <ul style="list-style-type: none"> a. Political Regions: Venezuela, Guyana, Suriname, French Guiana, Brazil, Paraguay, Uruguay b. Physical Regions <ul style="list-style-type: none"> 1. Amazon Rain Forest 2. Brazilian Highlands 3. Great Escarpment 4. Andean Highlands 5. Maracaibo Basin 6. Guiana Highlands 7. Orinoco River 8. Rio de la Plata c. Climate and Weather d. Vegetation 2. Human Geography <ul style="list-style-type: none"> a. Economy b. Agricultural Regions and Products c. History and Government d. Population Diversity and Distribution e. Cultural Differences f. Natural Resources and Minerals g. Environmental Issues 	Chapter 8 Teacher's Edition, pp 194A-194D
	Instructional Resources
	Nystrom Desk Atlas Activities 31-32 Section Focus Transparencies 8-1, 8-2, 8-3 Unit Overlay Transparency 3-5 Geography Handbook Transparency 7 Glencoe's Skillbuilder Interactive CD Chapter Challenger Interactive Software

Instructional Resources	Suggested Strategies/Activities
<p>Presentation Plus CD-ROM</p> <p>Political Map Transparency 3</p> <p>World Music: Cultural Tradition Lesson 2</p> <p>Web Sites</p> <p>www.glencoe.com</p> <p>www.nationalgeographic.com</p> <p>www.hprtec.org</p> <p>www.historylink.com</p> <p>www.historychannel.com</p> <p>www.lessonplanspage.com</p> <p>www.maps101.com</p> <p>www.historynet.com</p> <p>http://geography.miningco.com</p> <p>www.americanhistory.about.com</p> <p>www.historylink101.com</p>	<p>Geography Skills Activity 8</p> <p>Chapter Map Activity 8</p> <p>GeoLab Activity 8</p> <p>Critical Thinking Skills Activity 8</p> <p>Cooperative Learning Activity 8</p>
Assessments	
<p>Performance Assessment Book, pages 15-16: Oral Presentation Students are to play the role of an environmental scientist attempting to save the Amazon Rain Forest. Students should provide information as to why this would be in the best interest of the Earth.</p> <p>Geoquiz Transparencies 8-1, 8-2</p> <p>Mindjogger Videoquiz</p>	

Regional Geography: The Andean Countries of South America

K	1	2	3	4	5	6	7	8	9	10	11	12	Teaching Time	Quarter
							I-M		MM				5-7 Days	2

P.A.S.S. Objective

The student will...

- III. Locate on appropriate maps the major cultural and physical regions of the world.**
 - A. Recognize and describe common characteristics of world regions, including language, ethnic heritage, religion, natural resources, climate and landforms.
 - B. Explain how common characteristics can link and divide regions.
- IV. Analyze how selected physical, human, and environmental processes shape the biosphere.**
 - B. Analyze patterns of human settlement and urban development, including site and situation, the function of towns and cities, and issues related to human mobility, population growth, social structure, and the environment.
- V. Examine and interpret world cultural and physical patterns and their interactions.**
 - B. Identify examples of and reasons for conflict and cooperation among groups, societies, countries, and regions.
 - D. Identify and describe the relationships between the distribution of major natural resources (e.g., water, fossil fuels, and iron ore) and developed and developing countries.

National Geography Standards: 5, 6, 10, 15, 17

District Objective(s): Same as PASS

SAT9 CRT EOI AP

Textbook Rating 1

Topics	Textbook Correlation
1. Physical Geography <ul style="list-style-type: none"> a. Political Regions: Argentina, Ecuador, Peru, Bolivia, and Chile b. Physical Regions <ul style="list-style-type: none"> 1. Cordillera 2. Andes Mountains 3. Tropical Rain Forest 4. Llanos Grasslands 5. Altiplano 6. Lake Titicaca 7. Gran Chaco 8. Pampas 9. Patagonia c. Climate and Weather d. Vegetation 	Chapter 9 Teacher's Edition, pp 216A - 216D
	Instructional Resources
2. Human Geography <ul style="list-style-type: none"> a. Economy b. Industrialization c. Natural Resources and Minerals d. Agricultural Regions and Products e. History and Government f. People and Population Distribution g. Urbanization h. Environmental Issues 	Nystrom Desk Atlas Activity 33 Section Focus Transparencies 9-1, 9-2, 9-3 Political Map Transparency 3 Unit Overlay Transparencies 3-1, 3-5 Glencoe's Skillbuilder Interactive CD Chapter Challenger Interactive Software World Culture Transparency 3 Presentation Plus CD-ROM World Music: Cultural Traditions Lesson 2

Instructional Resources	Suggested Strategies/Activities
<p>Web Sites</p> <p>www.glencoe.com</p> <p>www.nationalgeographic.com</p> <p>www.hprtec.org</p> <p>www.historylink.com</p> <p>www.historychannel.com</p> <p>www.lessonplanspage.com</p> <p>www.maps101.com</p> <p>www.historynet.com</p> <p>http://geography.miningco.com</p> <p>www.americanhistory.about.com</p> <p>www.historylink101.com</p>	<p>Cooperative Learning Activity 9</p> <p>Geography Skills Activity 9</p> <p>Chapter Map Activity 9</p> <p>GeoLab Activity 9</p> <p>Critical Thinking Skills 9</p> <p>Environmental Case Study 3</p>
Assessments	
<p>Performance Assessment Activity 9</p> <p>Geoquiz Transparencies 9-1, 9-2</p> <p>Mindjogger Videoquiz</p> <p>Critical Thinking Activities, Teacher’s Edition, page 234</p> <p style="padding-left: 40px;">Determining Cause and Effect: What effect does the Peru Current have on the coastal areas of Peru and Ecuador?</p> <p style="padding-left: 40px;">Evaluating Information: How did the arrival of Europeans affect the Native Americans living in the Andean region of South America?</p> <p>Eye on the Environment: The Disappearing Rain Forrest Teacher’s Edition, pages 236 - 237</p>	

Regional Geography: British Isles and Scandinavia

K	1	2	3	4	5	6	7	8	9	10	11	12	Teaching Time	Quarter
						I	M		MM				5-7 Days	2

P.A.S.S. Objective

The student will...

- III. Locate on appropriate maps the major cultural and physical regions of the world.**
 - A. Recognize and describe common characteristics of world regions, including language, ethnic heritage, religion, natural resources, climate and landforms.
 - B. Explain how common characteristics can link and divide regions.
- IV. Analyze how selected physical, human, and environmental processes shape the biosphere.**
 - B. Analyze patterns of human settlement and urban development, including site and situation, the function of towns and cities, and issues related to human mobility, population growth, social structure, and the environment.
- V. Examine and interpret world cultural and physical patterns and their interactions.**
 - B. Identify examples of and reasons for conflict and cooperation among groups, societies, countries, and regions.
 - D. Identify and describe the relationships between the distribution of major natural resources (e.g., water, fossil fuels, and iron ore) and developed and developing countries.

National Geography Standards: 3, 4, 6, 9, 10, 11, 12, 13, 15, 17

District Objective(s): Same as PASS

SAT9 CRT EOI AP

Textbook Rating 1

Topics

Textbook Correlation

1. Physical Geography
 - a. Political Regions: England, Wales, Scotland, Ireland, Northern Ireland, Norway, Sweden, Finland
 - b. Physical Regions
 1. Highlands
 2. Moors
 3. Lochs
 4. Geysers
 5. Glaciers
 - c. Climate and Weather
 - d. Vegetation
2. Human Geography
 - a. Economy
 - e. Manufacturing
 - f. Natural Resources and Minerals
 - g. Agricultural Regions and Products
 - h. History and Government
 - i. Population Diversity and Distribution
 - j. Cultural Differences
 - k. Environmental Issues

Chapter 10
Teacher's Edition, pp 254A - 254D

Instructional Resources

Region Focus, Teacher's Edition pp. 242-253

World Music: Cultural Traditions Lesson 3

Section Focus Transparencies 10-1, 10-2, 10-3

Unit Overlay Transparencies 4-0 through 4-6

Political Map Transparency 4

World Cultures Transparency 5, 6

Focus on World Art Print 15

Geography Handbook Transparency 14

Instructional Resources	Suggested Strategies/Activities
<p>Glencoe’s Skillbuilder Interactive CD</p> <p>Chapter Challenger Interactive Software</p> <p>Presentation Plus CD-ROM</p> <p><u>Web Sites</u></p> <p>www.glencoe.com</p> <p>www.nationalgeographic.com</p> <p>www.hprtec.org</p> <p>www.historylink.com</p> <p>www.historychannel.com</p> <p>www.lessonplanspage.com</p> <p>www.maps101.com</p> <p>www.historynet.com</p> <p>http://geography.miningco.com</p> <p>www.americanhistory.about.com</p> <p>www.historylink101.com</p>	<p>Geography Skills Activity 10</p> <p>Cooperative Learning Activity 10</p> <p>GeoLab Activity 10</p> <p>Enrichment Activity 10</p> <p>Critical Thinking Skills Activity 10</p> <p>Chapter Map Activity 10</p> <p>Cultural Heritage: Europe, Teacher’s Edition, pages 274-275</p>
Assessments	
<p>Performance Assessment Activity 10</p> <p>Geoquiz Transparencies 10-1, 10-2</p> <p>Mindjogger Videoquiz</p>	

Regional Geography: Northwestern Europe

K	1	2	3	4	5	6	7	8	9	10	11	12	Teaching Time	Quarter
						I	M		MM				5 Days	3

P.A.S.S. Objective

The student will...

- III. Locate on appropriate maps the major cultural and physical regions of the world.**
 - A. Recognize and describe common characteristics of world regions, including language, ethnic heritage, religion, natural resources, climate and landforms.
 - B. Explain how common characteristics can link and divide regions.
- IV. Analyze how selected physical, human, and environmental processes shape the biosphere.**
 - B. Analyze patterns of human settlement and urban development, including site and situation, the function of towns and cities, and issues related to human mobility, population growth, social structure, and the environment.
- V. Examine and interpret world cultural and physical patterns and their interactions.**
 - B. Identify examples of and reasons for conflict and cooperation among groups, societies, countries, and regions.
 - D. Identify and describe the relationships between the distribution of major natural resources (e.g., water, fossil fuels, and iron ore) and developed and developing countries.

National Geography Standards: 1, 2, 3, 5, 7, 8, 10, 11, 13, 14, 15

District Objective(s): Same as PASS

<input type="checkbox"/> SAT9	<input checked="" type="checkbox"/> CRT	<input type="checkbox"/> EOI	<input type="checkbox"/> AP	Textbook Rating 1
Topics				Textbook Correlation
1. Physical Geography <ul style="list-style-type: none"> a. Political Regions: France, Germany, Benelux Countries, Alpine Countries b. Physical Regions <ul style="list-style-type: none"> 1. Pyrennes 2. French Alps 3. Swiss Alps 4. Seine & Rhône Rivers 5. Black Forrest 6. Danube, Rhine, Elbe Rivers c. Climate and Weather d. Vegetation 2. Human Geography <ul style="list-style-type: none"> a. Economy b. Manufacturing c. Natural Resources and Minerals d. Agricultural Regions and Products e. History and Government f. Population Diversity and Distribution g. Cultural Differences h. Environmental Issues 				Chapter 11 Teacher's Edition, pp 276A - 276D
				Instructional Resources
				Nystrom Desk Atlas Activities 34-35 Section Focus Transparencies 11-1, 11-2, 11-3 Political Map Transparency 4 World Cultures Transparency 6 Unit Overlay Transparencies 4-0, 4-1, 4-3, 4-5 Focus on World Art Prints 1, 2, 5, 17, 22 Glencoe's Skillbuilder Interactive CD Chapter Challenger Interactive Software

Instructional Resources	Suggested Strategies/Activities
<p>Presentation Plus CD-ROM</p> <p><u>Web Sites</u> www.glencoe.com www.nationalgeographic.com www.hprtec.org www.historylink.com www.historychannel.com www.lessonplanspage.com www.maps101.com www.historynet.com http://geography.miningco.com www.americanhistory.about.com www.historylink101.com</p>	<p>Geography Skills Activity 11</p> <p>Cooperative Learning Activity 11</p> <p>GeoLab Activity 11</p> <p>Enrichment Activity 11</p> <p>Chapter Map Activity 11</p> <p>Critical Thinking Skills Activity 11</p>
Assessments	
<p>Performance Assessment Activity 11</p> <p>Geoquiz Transparencies 11-1, 11-2</p> <p>Mindjogger Videoquiz</p> <p>Connections to Economics: Cooperative Learning Activity Teachers’s Edition, page 295</p>	

Regional Geography: Southern Europe

K	1	2	3	4	5	6	7	8	9	10	11	12	Teaching Time	Quarter
						I	M		MM				5 Days	3

P.A.S.S. Objective

The student will...

- III. Locate on appropriate maps the major cultural and physical regions of the world.**
 - A. Recognize and describe common characteristics of world regions, including language, ethnic heritage, religion, natural resources, climate and landforms.
 - B. Explain how common characteristics can link and divide regions.
- IV. Analyze how selected physical, human, and environmental processes shape the biosphere.**
 - B. Analyze patterns of human settlement and urban development, including site and situation, the function of towns and cities, and issues related to human mobility, population growth, social structure, and the environment.
- V. Examine and interpret world cultural and physical patterns and their interactions.**
 - B. Identify examples of and reasons for conflict and cooperation among groups, societies, countries, and regions.
 - D. Identify and describe the relationships between the distribution of major natural resources (e.g., water, fossil fuels, and iron ore) and developed and developing countries.

National Geography Standards: 1, 2, 4, 9, 10, 11, 12, 14, 15, 16, 17, 18

District Objective(s): Same as PASS

ITBS CRT EOI AP

Textbook Rating 1

Topics	Textbook Correlation
1. Physical Geography <ul style="list-style-type: none"> a. Political Regions: Spain, Portugal, Italy, Greece b. Physical Regions <ul style="list-style-type: none"> 1. Mountains 2. Plateaus 3. Iberian Peninsula 4. Rivers 5. Volcanoes c. Climate and Weather d. Vegetation 2. Human Geography <ul style="list-style-type: none"> a. Economy b. Industry c. Tourism d. Shipping e. Natural Resources and Minerals f. Agricultural Regions and Products g. History and Government h. Cultural Contributions i. Population Diversity and Distribution j. Cultural Differences k. Environmental Issues 	Chapter 12 Teacher's Edition, 296A - 296B <hr/> <p style="text-align: center;">Instructional Resources</p> Nystrom Desk Atlas Activities 34-35 Section Focus Transparencies 12-1, 12-2, 12-3 Political Map Transparency 4 World Cultures Transparency 6 Unit Overlay Transparencies 4-0, 4-1, 4-3, 4-5 Geography Handbook Transparency 13 Focus on World Art Prints 6 World Music: Cultural Traditions Unit 4

Instructional Resources	Suggested Strategies/Activities
<p>Presentation Plus CD-ROM</p> <p>Glencoe’s Skillbuilder Interactive CD</p> <p>Chapter Challenger Interactive Software</p> <p><u>Web Sites</u> www.glencoe.com www.nationalgeographic.com www.hprtec.org www.historylink.com www.historychannel.com www.lessonplanspage.com www.maps101.com www.historynet.com http://geography.miningco.com www.americanhistory.about.com www.historylink101.com</p>	<p>Geography Skills Activity 12</p> <p>Cooperative Learning Activity 12</p> <p>GeoLab Activity 12</p> <p>Enrichment Activity 12</p> <p>Chapter Map Activity 12</p> <p>Critical Thinking Skills Activity 12</p> <p>Building Geography Skills, Teacher’s Edition, page 302</p> <p>Connections to Government, Teacher’s Edition, page 315</p> <p>GeoLab Activity: Population, Teacher’s Edition, page 316</p>
Assessments	
<p>Performance Assessment Activity 12</p> <p>Geoquiz Transparencies 12-1, 12-2</p> <p>Mindjogger Videoquiz</p>	

Regional Geography: Eastern Europe

K	1	2	3	4	5	6	7	8	9	10	11	12	Teaching Time	Quarter
						I	M		MM				5 Days	3

P.A.S.S. Objective

The student will...

- III. Locate on appropriate maps the major cultural and physical regions of the world.**
 - A. Recognize and describe common characteristics of world regions, including language, ethnic heritage, religion, natural resources, climate and landforms.
 - B. Explain how common characteristics can link and divide regions.
- IV. Analyze how selected physical, human, and environmental processes shape the biosphere.**
 - B. Analyze patterns of human settlement and urban development, including site and situation, the function of towns and cities, and issues related to human mobility, population growth, social structure, and the environment.
- V. Examine and interpret world cultural and physical patterns and their interactions.**
 - B. Identify examples of and reasons for conflict and cooperation among groups, societies, countries, and regions.
 - D. Identify and describe the relationships between the distribution of major natural resources (e.g., water, fossil fuels, and iron ore) and developed and developing countries.

National Geography Standards: 1, 2, 3, 4, 5, 7, 9, 10, 11, 12, 14, 15, 16, 17, 18

District Objective(s): Same as PASS

SAT9 CRT EOI AP

Textbook Rating 1

Topics	Textbook Correlation
1. Physical Geography <ul style="list-style-type: none"> a. Political Regions: Baltic Republics, Poland, Hungary, Czech Republic, Slovakia, Balkans b. Physical Regions <ul style="list-style-type: none"> 1. Mountains 2. Rolling Hills 3. Plains 4. Rivers c. Climate, Weather, Vegetation 2. Human Geography <ul style="list-style-type: none"> a. Economy b. Manufacturing c. Industrialization d. Urbanization e. Natural Resources and Minerals f. Agricultural Regions and Products g. History and Government h. Population Diversity and Distribution i. Cultural Differences j. Environmental Issues 	Chapter 13 Teacher's Edition, 318A - 318D
	Instructional Resources
	Nystrom Desk Atlas Activity 36 Section Focus Transparencies 13-1, 13-2, 13-3, 13-4, 13-5 Political Map Transparency 4 Unit Overlay Transparencies 4-0, 4-4, 4-5 World Music: Cultural Traditions, Lesson 3 Glencoe's Skillbuilder Interactive CD Chapter Challenger Interactive Software Presentation Plus CD-ROM

Instructional Resources	Suggested Strategies/Activities
<p><u>Web Sites</u> www.glencoe.com www.nationalgeographic.com www.hprtec.org www.historylink.com www.historychannel.com www.lessonplanspage.com www.maps101.com www.historynet.com http://geography.miningco.com www.americanhistory.about.com www.historylink101.com</p>	<p>Geography Skills Activity 13 Cooperative Learning Activity 13 GeoLab Activity 13 Enrichment Activity 13 Chapter Map Activity 13 Critical Thinking Skills Activity 13 Environmental Case Study 4 Building Geography Skills, Teacher’s Edition, page 324 Connections to World History, Teacher’s Edition, page 342</p>
Assessments	
<p>Eye on the Environment: European Pollution, Teacher’s Edition, pages 342-343 Performance Assessment Activity 13 Geoquiz Transparencies 13-1, 13-2 Mindjogger Videoquiz</p>	

Regional Geography: Russia

K	1	2	3	4	5	6	7	8	9	10	11	12	Teaching Time	Quarter
						I	M		MM				5-7 Days	3

P.A.S.S. Objective

The student will...

- III. Locate on appropriate maps the major cultural and physical regions of the world.**
 - A. Recognize and describe common characteristics of world regions, including language, ethnic heritage, religion, natural resources, climate and landforms.
 - B. Explain how common characteristics can link and divide regions.
- IV. Analyze how selected physical, human, and environmental processes shape the biosphere.**
 - B. Analyze patterns of human settlement and urban development, including site and situation, the function of towns and cities, and issues related to human mobility, population growth, social structure, and the environment.
- V. Examine and interpret world cultural and physical patterns and their interactions.**
 - B. Identify examples of and reasons for conflict and cooperation among groups, societies, countries, and regions.
 - D. Identify and describe the relationships between the distribution of major natural resources (e.g., water, fossil fuels, and iron ore) and developed and developing countries.

National Geography Standards: 4, 11, 13, 16, 18

District Objective(s): Same as PASS

ITBS CRT EOI AP

Textbook Rating 1

Topics	Textbook Correlation
1. Physical Geography <ul style="list-style-type: none"> a. Political Regions b. Physical Regions <ul style="list-style-type: none"> 1. Ural Mountains 2. Plains and Highlands 3. Tundra and Taiga 4. Caucasus Mountains 5. Caspian Sea 6. Lake Baikal c. Climate and Weather d. Vegetation 2. Human Geography <ul style="list-style-type: none"> a. Command Economy b. Economic Regions e. Industrialization f. Manufacturing g. Natural Resources and Minerals h. Agricultural Regions and Products i. Cultural Contributions j. History and Government k. Population Diversity and Distribution l. Cultural Differences m. Environmental Issue 	Chapter 14 Teacher's Edition, pp 358A - 358B <hr/> <h4 style="text-align: center;">Instructional Resources</h4> Regional Focus, Teacher's Edition pages 346 - 357 World Literature Reading 5 World Music: Cultural Traditions Lesson 4 Section Focus Transparencies 14-1, 14-2, 14-3 World Culture Transparencies 7, 8 Unit Overlay Transparencies 5-0, 5-3 Political Map Transparency 5 Glencoe's Skillbuilder Interactive CD Chapter Challenger Interactive Software

Instructional Resources	Suggested Strategies/Activities
<p>Web Sites</p> <p>www.glencoe.com</p> <p>www.nationalgeographic.com</p> <p>www.hprtec.org</p> <p>www.historylink.com</p> <p>www.historychannel.com</p> <p>www.lessonplanspage.com</p> <p>www.maps101.com</p> <p>www.historynet.com</p> <p>http://geography.miningco.com</p> <p>www.americanhistory.about.com</p> <p>www.historylink101.com</p>	<p>Geography Skills Activity 14</p> <p>Building Skills in Geography, Unit 4, Lesson 6</p> <p>Cooperative Learning Activity 14</p> <p>GeoLab Activity 14</p> <p>Enrichment Activity 14</p> <p>Chapter Map Activity 14</p> <p>Critical Thinking Skills Activity 14</p> <p>Making the Connection: History Teacher’s Edition, page 368</p> <p>Cooperative Learning Activity, Teacher’s Edition, page 370</p> <p>Cultural Heritage: Russia and the Independent Republics, Teacher’s Edition, pages 380 - 381</p>
Assessments	
<p>Performance Assessment Activity 14</p> <p>Geoquiz Transparencies 14-1, 14-2</p> <p>Mindjogger Videoquiz</p> <p>Critical Thinking: Predicting Consequences, Teacher’s Edition, page 372</p> <p>Global Issues, Teacher’s Edition, page 373</p>	

Regional Geography: The Independent Republics

K	1	2	3	4	5	6	7	8	9	10	11	12	Teaching Time	Quarter
						I	M		MM				5-7 Days	3

P.A.S.S. Objective

The student will...

- III. Locate on appropriate maps the major cultural and physical regions of the world.**
 - A. Recognize and describe common characteristics of world regions, including language, ethnic heritage, religion, natural resources, climate and landforms.
 - B. Explain how common characteristics can link and divide regions.
- IV. Analyze how selected physical, human, and environmental processes shape the biosphere.**
 - B. Analyze patterns of human settlement and urban development, including site and situation, the function of towns and cities, and issues related to human mobility, population growth, social structure, and the environment.
- V. Examine and interpret world cultural and physical patterns and their interactions.**
 - B. Identify examples of and reasons for conflict and cooperation among groups, societies, countries, and regions.
 - D. Identify and describe the relationships between the distribution of major natural resources (e.g., water, fossil fuels, and iron ore) and developed and developing countries.

National Geography Standards: 3, 4, 10, 13, 16

District Objective(s): Same as PASS

ITBS CRT EOI AP

Textbook Rating 1

Topics	Textbook Correlation
1. Physical Geography <ul style="list-style-type: none"> a. Political Regions b. Physical Regions <ul style="list-style-type: none"> 1. Crimean Peninsula 2. Black Sea 3. Steppes 4. Marshes 5. Caucasus Mountains c. Climate and Weather d. Vegetation 	Chapter 15 Teacher's Edition, pp 382A - 382D
	Instructional Resources
2. Human Geography <ul style="list-style-type: none"> a. Economy n. Manufacturing o. Natural Resources and Minerals p. Agricultural Regions and Products q. History and Government r. Population Diversity and Distribution s. Ethnic Groups t. Cultural Differences u. Environmental Issues 	Nystrom Desk Atlas Activity 41 World Music: Cultural Traditions Lesson 4 World Literature Reading 5 Section Focus Transparencies 15-1, 15-2, 15-3, 15-4 Political Map Transparency 5 Unit Overlay Transparencies 5-4, 5-5 Glencoe's Skillbuilder Interactive CD Chapter Challenger Interactive Software

Instructional Resources	Suggested Strategies/Activities
<p><u>Web Sites</u> www.glencoe.com www.nationalgeographic.com www.hprtec.org www.historylink.com www.historychannel.com www.lessonplanspage.com www.maps101.com www.historynet.com http://geography.miningco.com www.americanhistory.about.com www.historylink101.com</p>	<p>Geography Skills Activity 15 Building Skills in Geography, Unit 1, Lesson 13 Cooperative Learning Activity 15 GeoLab Activity 15 Enrichment Activity 15 Chapter Map Activity 15 Critical Thinking Skills Activity 15 Environmental Case Study 5 Eye on the Environment: Chernobyl Nuclear Disaster, Teacher’s Edition, pages 402 - 403</p>
Assessments	
<p>Performance Assessment Activity 15 Geoquiz Transparencies 15-1, 15-2 Mindjogger Videoquiz Cooperative Learning Activity, Teacher’s Edition, page 384</p>	

Regional Geography: Southwest Asia

K	1	2	3	4	5	6	7	8	9	10	11	12	Teaching Time	Quarter
						I	M		MM				7 Days	3

P.A.S.S. Objective

The student will...

- III. Locate on appropriate maps the major cultural and physical regions of the world.**
 - A. Recognize and describe common characteristics of world regions, including language, ethnic heritage, religion, natural resources, climate and landforms.
 - B. Explain how common characteristics can link and divide regions.
- IV. Analyze how selected physical, human, and environmental processes shape the biosphere.**
 - B. Analyze patterns of human settlement and urban development, including site and situation, the function of towns and cities, and issues related to human mobility, population growth, social structure, and the environment.
- V. Examine and interpret world cultural and physical patterns and their interactions.**
 - B. Identify examples of and reasons for conflict and cooperation among groups, societies, countries, and regions.
 - D. Identify and describe the relationships between the distribution of major natural resources (e.g., water, fossil fuels, and iron ore) and developed and developing countries.

National Geography Standards: 1, 2, 3, 4, 6, 9, 10, 12, 13, 14, 15, 16, 18

District Objective(s): Same as PASS

SAT9 CRT EOI AP

Textbook Rating 1

Topics	Textbook Correlation
1. Physical Geography <ul style="list-style-type: none"> a. Political Regions: Turkey, Israel, Syria, Lebanon, Jordan, Saudi Arabia, Iraq, Iran, Afghanistan b. Physical Regions <ul style="list-style-type: none"> 1. Dead Sea 2. Mediterranean Sea 3. Deserts 4. Red Sea 5. Persian Gulf 6. Tigris and Euphrates River c. Climate, Weather, Vegetation 2. Human Geography <ul style="list-style-type: none"> a. Economy b. Manufacturing and Mining c. Oil Production d. Natural Resources and Minerals e. Agricultural Regions and Products f. History and Government g. Population Diversity and Distribution h. Cultural Differences i. Environmental Issues 	Chapter 16 Teacher's Edition 418A - 418D <hr/> <p style="text-align: center;">Instructional Resources</p> Nystrom Desk Atlas Activity 42 Regional Focus, Teacher's Edition, pages 404 - 417 Section Focus Transparencies 16-1, 16-2, 16-3, 16-4, 16-5 Political Map Transparencies Unit Overlay Transparencies 6-0 through 6-6 World Culture Transparencies 9, 10 Glencoe's Skillbuilder Interactive CD Chapter Challenger Interactive Software

Instructional Resources	Suggested Strategies/Activities
<p>Presentation Plus CD-ROM</p> <p>Cultural Heritage: Southwest Asia and North Africa, Teacher’s Edition, pages 444 - 445</p> <p>World Literature Reading 6</p> <p>World Music: Cultural Traditions, Lesson 5</p> <p>Focus on World Art Print 13</p> <p>Web Sites</p> <p>www.glencoe.com</p> <p>www.nationalgeographic.com</p> <p>www.hprtec.org</p> <p>www.historylink.com</p> <p>www.historychannel.com</p> <p>www.lessonplanspage.com</p> <p>www.maps101.com</p> <p>www.historynet.com</p> <p>http://geography.miningco.com</p> <p>www.americanhistory.about.com</p> <p>www.historylink101.com</p>	<p>Geography Skills Activity 16</p> <p>Cooperative Learning Activity 16</p> <p>GeoLab Activity 16</p> <p>Enrichment Activity 16</p> <p>Chapter Map Activity 16</p> <p>Critical Thinking Skills Activity 16</p> <p>World Literature Reading Activity 16</p> <p><i>Angel of the East</i> Activity (See accompanying sheets)</p>
Assessments	
<p>Performance Assessment Activity 16</p> <p>Geoquiz Transparencies 16-1, 16-2</p> <p>Mindjogger Videoquiz</p> <p>Connections to Economics: Cooperative Learning Activity Teacher’s Edition, page 641</p> <p>Critical Thinking Activities: Determining Cause and Effect How has the discovery of oil changed the lives of people living on the Arabian Peninsula?</p>	

Regional Geography: North Africa														
K	1	2	3	4	5	6	7	8	9	10	11	12	Teaching Time	Quarter
						I	M		MM				7 Days	3
<p>P.A.S.S. Objective The student will...</p> <p>III. Locate on appropriate maps the major cultural and physical regions of the world. A. Recognize and describe common characteristics of world regions, including language, ethnic heritage, religion, natural resources, climate and landforms. B. Explain how common characteristics can link and divide regions.</p> <p>IV. Analyze how selected physical, human, and environmental processes shape the biosphere. B. Analyze patterns of human settlement and urban development, including site and situation, the function of towns and cities, and issues related to human mobility, population growth, social structure, and the environment.</p> <p>V. Examine and interpret world cultural and physical patterns and their interactions. B. Identify examples of and reasons for conflict and cooperation among groups, societies, countries, and regions. D. Identify and describe the relationships between the distribution of major natural resources (e.g., water, fossil fuels, and iron ore) and developed and developing countries.</p>														
National Geography Standards: 1, 2, 3, 4, 6, 7, 9, 10, 12, 14, 15, 17														
District Objective(s): Same as PASS														
<input type="checkbox"/> SAT9 <input checked="" type="checkbox"/> CRT <input type="checkbox"/> EOI <input type="checkbox"/> AP										Textbook Rating 1				
Topics										Textbook Correlation				
1. Physical Geography a. Political Regions: Egypt, Libya, Algeria, Morocco b. Physical Regions 1. Nile River 2. Sinai Peninsula 3. Atlas Mountains 4. Sahara Desert 5. Strait of Gibraltar c. Climate and Weather d. Vegetation 2. Human Geography a. Economy j. Manufacturing k. Hydroelectric Power l. Natural Resources and Minerals m. Agricultural Regions and Products n. History and Government o. Population Diversity and Distribution p. Cultural Differences q. Environmental Issues										Chapter 17 Teacher's Edition, pp 446A - 446D <hr/> Instructional Resources Nystrom Desk Atlas Activity 37 Section Focus Transparencies 17-1, 17-2 Political Map Transparency 6 Unit Overlay Transparencies 6-0 through 6-6 Geography Handbook Transparency 22 World Cultures Transparency 10 Focus on World Art Print 7 World of Music Cultural Traditions Lesson 5				

Instructional Resources	Suggested Strategies/Activities
<p>Glencoe’s Skillbuilder Interactive CD</p> <p>Chapter Challenger Interactive Software</p> <p>Presentation Plus CD-ROM</p> <p>Web Sites</p> <p>www.glencoe.com</p> <p>www.nationalgeographic.com</p> <p>www.hprtec.org</p> <p>www.historylink.com</p> <p>www.historychannel.com</p> <p>www.lessonplanspage.com</p> <p>www.maps101.com</p> <p>www.historynet.com</p> <p>http://geography.miningco.com</p> <p>www.americanhistory.about.com</p> <p>www.historylink101.com</p>	<p>Eye on the Environment: Water: A Precious Resource: Teacher’s Edition, pages 464 - 465</p> <p>Geography Skills Activity 17</p> <p>Cooperative Learning Activity 17</p> <p>GeoLab Activity 17</p> <p>Enrichment Activity 17</p> <p>Chapter Map Activity 17</p> <p>Critical Thinking Skills Activity 17</p> <p>Cooperative Learning Activity, Teacher’s Edition, page 448</p> <p>Critical Thinking Activity, Teacher’s Edition, page 457</p> <p>Making the Connections: Math, Teacher’s Edition, page 460</p>
Assessments	
<p>Performance Assessment Activity 17</p> <p>Geoquiz Transparencies 17-1, 17-2</p> <p>Mindjogger Videoquiz</p> <p>Critical Thinking Activity, Teacher’s Edition, page 450</p> <p>Analyzing Information: How have the people of North Africa adapted to their desert environment?</p>	

Regional Geography: West Africa

K	1	2	3	4	5	6	7	8	9	10	11	12	Teaching Time	Quarter
						I	M		MM				3-5 Days	3

P.A.S.S. Objective

The student will...

- III. Locate on appropriate maps the major cultural and physical regions of the world.**
 - A. Recognize and describe common characteristics of world regions, including language, ethnic heritage, religion, natural resources, climate and landforms.
 - B. Explain how common characteristics can link and divide regions.
- IV. Analyze how selected physical, human, and environmental processes shape the biosphere.**
 - B. Analyze patterns of human settlement and urban development, including site and situation, the function of towns and cities, and issues related to human mobility, population growth, social structure, and the environment.
- V. Examine and interpret world cultural and physical patterns and their interactions.**
 - B. Identify examples of and reasons for conflict and cooperation among groups, societies, countries, and regions.
 - D. Identify and describe the relationships between the distribution of major natural resources (e.g., water, fossil fuels, and iron ore) and developed and developing countries.

National Geography Standards: 3, 5, 8, 9, 10, 13, 17

District Objective(s): Same as PASS

<input type="checkbox"/> SAT9	<input checked="" type="checkbox"/> CRT	<input type="checkbox"/> EOI	<input type="checkbox"/> AP	Textbook Rating 1
Topics				Textbook Correlation
1. Physical Geography <ul style="list-style-type: none"> a. Political Regions: Nigeria, Sahel Countries, Coastal Countries b. Physical Regions <ul style="list-style-type: none"> 1. Tropical Rain Forest 2. Savannas 3. Coastal Lowlands 4. Sahara Desert c. Climate and Weather d. Vegetation 2. Human Geography <ul style="list-style-type: none"> a. Economy e. Ethnic Groups f. Desertification g. Manufacturing h. Natural Resources and Minerals i. Agricultural Regions and Products j. History and Government k. European Influence l. Population Diversity and Distribution m. Cultural Differences n. Environmental Issues 				Chapter 18 Teacher's Edition, pp 484A - 484D
				Instructional Resources
				Regional Focus, Teacher's Edition, pages 466 - 483 Section Focus Transparencies 18-1, 18-2, 18-3 Political Map Transparency 7 Unit Overlay Transparencies 7-0, 7-1, 7-2 World Music: Cultural Traditions Lesson 6 Glencoe's Skillbuilder Interactive CD Chapter Challenger Interactive Software Presentation Plus CD-ROM

Instructional Resources	Suggested Strategies/Activities
<p>Web Sites</p> <p>www.glencoe.com</p> <p>www.nationalgeographic.com</p> <p>www.hprtec.org</p> <p>www.historylink.com</p> <p>www.historychannel.com</p> <p>www.lessonplanspage.com</p> <p>www.maps101.com</p> <p>www.historynet.com</p> <p>http://geography.miningco.com</p> <p>www.americanhistory.about.com</p> <p>www.historylink101.com</p>	<p>Environmental Case Study 7</p> <p>Geography Skills Activity 18</p> <p>Cooperative Learning Activity 18</p> <p>GeoLab Activity 18</p> <p>Enrichment Activity 18</p> <p>Chapter Map Activity 18</p> <p>Critical Thinking Skills Activity 18</p>
Assessments	
<p>Performance Assessment Activity 18</p> <p>Geoquiz Transparencies 18-1, 18-2</p> <p>Mindjogger Videoquiz</p> <p>Critical Thinking Activity, Teacher’s Edition, page 497 Ask students to note how European contact influenced West African ways of life. Then have them categorize these effects as <i>positive</i> or <i>negative</i>. Provide time for students to discuss and justify their categorizations.</p> <p>Determining Cause and Effect: How has location on the coast affected the history and culture of coastal West Africa?</p>	

Regional Geography: Central Africa

K	1	2	3	4	5	6	7	8	9	10	11	12	Teaching Time	Quarter
						I	M		MM				3-5 Days	4

P.A.S.S. Objective

The student will...

- III. Locate on appropriate maps the major cultural and physical regions of the world.**
 - A. Recognize and describe common characteristics of world regions, including language, ethnic heritage, religion, natural resources, climate and landforms.
 - B. Explain how common characteristics can link and divide regions.
- IV. Analyze how selected physical, human, and environmental processes shape the biosphere.**
 - B. Analyze patterns of human settlement and urban development, including site and situation, the function of towns and cities, and issues related to human mobility, population growth, social structure, and the environment.
- V. Examine and interpret world cultural and physical patterns and their interactions.**
 - B. Identify examples of and reasons for conflict and cooperation among groups, societies, countries, and regions.
 - D. Identify and describe the relationships between the distribution of major natural resources (e.g., water, fossil fuels, and iron ore) and developed and developing countries.

National Geography Standards: 4, 6, 9, 15, 16, 18

District Objective(s) Same as PASS

SAT9 CRT EOI AP

Textbook Rating 1

Topics	Textbook Correlation
1. Physical Geography <ul style="list-style-type: none"> a. Political Regions b. Physical Regions <ul style="list-style-type: none"> 1. Congo River 2. Rain Forrest 3. Savannas 4. Gulf of Guinea c. Climate and Weather d. Vegetation 	Chapter 19 Teacher's Edition, pp 504A - 504D
	Instructional Resources
2. Human Geography <ul style="list-style-type: none"> a. Economy o. Manufacturing p. Hydroelectricity q. Natural Resources and Minerals r. Agricultural Regions and Products s. History and Government t. Population Diversity and Distribution u. Cultural Differences v. Environmental Issues 	Section Focus Transparencies 19-1, 19-2 World Cultures Transparency 12 Political Map Transparency 7 Unit Overlay Transparencies 7-0, 7-3, 7-4 Focus on World Art Print 12 World Music: Cultural Traditions Lesson 6 Glencoe's Skillbuilder Interactive CD Chapter Challenger Interactive Software Presentation Plus CD-ROM

Instructional Resources	Suggested Strategies/Activities
<p>Web Sites</p> <p>www.glencoe.com</p> <p>www.nationalgeographic.com</p> <p>www.hprtec.org</p> <p>www.historylink.com</p> <p>www.historychannel.com</p> <p>www.lessonplanspage.com</p> <p>www.maps101.com</p> <p>www.historynet.com</p> <p>http://geography.miningco.com</p> <p>www.americanhistory.about.com</p> <p>www.historylink101.com</p>	<p>Cultural Heritage: Africa South of the Sahara Teacher’s Edition, pages 502 - 503</p> <p>Geography Skills Activity 19</p> <p>Cooperative Learning Activity 19</p> <p>GeoLab Activity 19</p> <p>Enrichment Activity 19</p> <p>Chapter Map Activity 19</p> <p>Critical Thinking Skills Activity 19</p> <p>Building Skills in Geography, Unit 2 Chapter 5</p> <p>Critical Thinking Activity Teacher’s Edition, page 508</p> <p>Making the Connections: History Teacher’s Edition, page 516</p>
Assessments	
<p>Performance Assessment Activity 19</p> <p>Geoquiz Transparencies 19-1, 19-2</p> <p>Mindjogger Videoquiz</p> <p>Critical Thinking Activity: Analyzing Information Teacher’s Edition, page 514</p> <p>Determining Cause and Effect: How do you think the presence of thick rain forests has affected the development of Central Africa?</p> <p>Drawing Conclusions: As the nations of Central Africa make use of their resources, what challenges do they face in developing their economies?</p>	

Regional Geography: East Africa

K	1	2	3	4	5	6	7	8	9	10	11	12	Teaching Time	Quarter
						I	M		MM				3-5 Days	4

P.A.S.S. Objective

The student will...

- III. Locate on appropriate maps the major cultural and physical regions of the world.**
 - A. Recognize and describe common characteristics of world regions, including language, ethnic heritage, religion, natural resources, climate and landforms.
 - B. Explain how common characteristics can link and divide regions.
- IV. Analyze how selected physical, human, and environmental processes shape the biosphere.**
 - B. Analyze patterns of human settlement and urban development, including site and situation, the function of towns and cities, and issues related to human mobility, population growth, social structure, and the environment.
- V. Examine and interpret world cultural and physical patterns and their interactions.**
 - B. Identify examples of and reasons for conflict and cooperation among groups, societies, countries, and regions.
 - D. Identify and describe the relationships between the distribution of major natural resources (e.g., water, fossil fuels, and iron ore) and developed and developing countries.

National Geography Standards: 4, 5, 7, 8, 17, 18

District Objective(s): Same as PASS

<input type="checkbox"/> SAT9	<input checked="" type="checkbox"/> CRT	<input type="checkbox"/> EOI	<input type="checkbox"/> AP	Textbook Rating 1
Topics				Textbook Correlation
1. Physical Geography <ul style="list-style-type: none"> a. Political Regions b. Physical Regions <ul style="list-style-type: none"> 1. Great Rift Valley 2. Plains 3. Highlands 4. Escarpments 5. Mt. Kilimanjaro 6. Lake Victoria c. Climate and Weather d. Vegetation 2. Human Geography <ul style="list-style-type: none"> a. Economy b. Ethnic Conflict c. Manufacturing d. Natural Resources and Minerals e. Agricultural Regions and Products f. History and Government g. Population Diversity and Distribution h. Cultural Differences i. Environmental Issues 				Chapter 20 Teacher's Edition, pp 520A - 520D
				Instructional Resources
				Section Focus Transparencies 20-1, 20-2, 20-3, 20-4 Political Map Transparency 7 World Cultures Transparency 11 Unit Overlay Transparencies 7-0, 7-4, 7-5, 7-6 World Music: Cultural Traditions Lesson 6 Glencoe's Skillbuilder Interactive CD Chapter Challenger Interactive Software Presentation Plus CD-ROM

Instructional Resources	Suggested Strategies/Activities
<p>Web Sites</p> <p>www.glencoe.com</p> <p>www.hprtec.org</p> <p>www.historylink.com</p> <p>www.historychannel.com</p> <p>www.lessonplanspage.com</p> <p>www.maps101.com</p> <p>www.historynet.com</p> <p>http://geography.miningco.com</p> <p>www.americanhistory.about.com</p> <p>www.historylink101.com</p>	<p>GeoLab Activity: Landforms: Contour Mapping, Teacher’s Edition, pages 542 - 543</p> <p>Geography Skills Activity 20</p> <p>Cooperative Learning Activity 20</p> <p>GeoLab Activity 20</p> <p>Enrichment Activity 20</p> <p>Chapter Map Activity 20</p> <p>Critical Thinking Skills Activity 20</p> <p>Building Skills in Geography, Unit 2, Chapter 6</p> <p>Building Geography Skills: Reading a Graph, Teacher’s Edition, page 526</p>
Assessments	
<p>Performance Assessment Activity 20</p> <p>Geoquiz Transparencies 20-1, 20-2</p> <p>Mindjogger Videoquiz</p> <p>Critical Thinking Activity: Predicting Consequences Teacher’s Edition, page 524</p>	

Regional Geography: South Africa

K	1	2	3	4	5	6	7	8	9	10	11	12	Teaching Time	Quarter
						I	M		MM				5 Days	4

P.A.S.S. Objective

The student will...

- III. Locate on appropriate maps the major cultural and physical regions of the world.**
 - A. Recognize and describe common characteristics of world regions, including language, ethnic heritage, religion, natural resources, climate and landforms.
 - B. Explain how common characteristics can link and divide regions.
- IV. Analyze how selected physical, human, and environmental processes shape the biosphere.**
 - B. Analyze patterns of human settlement and urban development, including site and situation, the function of towns and cities, and issues related to human mobility, population growth, social structure, and the environment.
- V. Examine and interpret world cultural and physical patterns and their interactions.**
 - B. Identify examples of and reasons for conflict and cooperation among groups, societies, countries, and regions.
 - D. Identify and describe the relationships between the distribution of major natural resources (e.g., water, fossil fuels, and iron ore) and developed and developing countries.

National Geography Standards: 4, 6, 11, 13, 16

District Objective(s): Same as PASS

<input type="checkbox"/> SAT9	<input checked="" type="checkbox"/> CRT	<input type="checkbox"/> EOI	<input type="checkbox"/> AP	Textbook Rating 1
Topics				Textbook Correlation
1. Physical Geography <ul style="list-style-type: none"> a. Political Regions b. Physical Regions <ul style="list-style-type: none"> 1. Namib Desert 2. High Veld 3. Kalahari Desert c. Climate and Weather d. Vegetation 2. Human Geography <ul style="list-style-type: none"> a. Economy e. Industry and Mining f. Natural Resources and Minerals g. Agricultural Regions and Products h. Apartheid i. History and Government j. Population Diversity and Distribution k. Cultural Differences l. Environmental Issues 				Chapter 21 Teacher's Edition, pp 544A - 544D
				Instructional Resources
				Section Focus Transparencies 21-1, 21-2, 21-3, 21-4 Political Map Transparency 7 Unit Overlay Transparencies 7-0, 7-4, 7-5 Glencoe's Skillbuilder Interactive CD Chapter Challenger Interactive Software Presentation Plus CD-ROM

Instructional Resources	Suggested Strategies/Activities
<p>Web Sites</p> <p>www.glencoe.com</p> <p>www.hprtec.org</p> <p>www.historylink.com</p> <p>www.historychannel.com</p> <p>www.lessonplanspage.com</p> <p>www.maps101.com</p> <p>www.historynet.com</p> <p>http://geography.miningco.com</p> <p>www.americanhistory.about.com</p> <p>www.historylink101.com</p>	<p>Eye on the Environment: Africa South of the Sahara: Desertification Teacher’s Edition, pages 568 - 569</p> <p>Environmental Case Study 7</p> <p>Global Issues Activity, Teacher’s Edition, page 549</p> <p>Making Connections: History, Teacher’s Edition, page 555</p> <p>Geography Skills Activity 21</p> <p>Cooperative Learning Activity 21</p> <p>GeoLab Activity 21</p> <p>Enrichment Activity 21</p> <p>Chapter Map Activity 21</p> <p>Critical Thinking Skills Activity 21</p> <p>Critical Thinking Activity: Drawing Conclusions, Teacher’s Edition, page 548</p>
Assessments	
<p>Performance Assessment Activity 21</p> <p>Geoquiz Transparencies 21-1, 21-2</p> <p>Mindjogger Videoquiz</p> <p>Identifying Central Issues: What some of the challenges faced by countries in southern Africa as they try to develop their economies?</p>	

Regional Geography: South Asia

K	1	2	3	4	5	6	7	8	9	10	11	12	Teaching Time	Quarter
						I	M		MM				5 Days	4

P.A.S.S. Objective

The student will...

- III. Locate on appropriate maps the major cultural and physical regions of the world.**
 - A. Recognize and describe common characteristics of world regions, including language, ethnic heritage, religion, natural resources, climate and landforms.
 - B. Explain how common characteristics can link and divide regions.
- IV. Analyze how selected physical, human, and environmental processes shape the biosphere.**
 - B. Analyze patterns of human settlement and urban development, including site and situation, the function of towns and cities, and issues related to human mobility, population growth, social structure, and the environment.
- V. Examine and interpret world cultural and physical patterns and their interactions.**
 - B. Identify examples of and reasons for conflict and cooperation among groups, societies, countries, and regions.
 - D. Identify and describe the relationships between the distribution of major natural resources (e.g., water, fossil fuels, and iron ore) and developed and developing countries.

National Geography Standards: 1, 2, 3, 4, 6, 7, 9, 10, 12, 15, 16

District Objective(s): Same as PASS

<input type="checkbox"/> SAT9	<input checked="" type="checkbox"/> CRT	<input type="checkbox"/> EOI	<input type="checkbox"/> AP	Textbook Rating 1
Topics				Textbook Correlation
1. Physical Geography <ul style="list-style-type: none"> a. Political Regions b. Physical Regions <ul style="list-style-type: none"> 1. Himalayas 2. Ganges River 3. Indus River c. Climate and Weather d. Vegetation 2. Human Geography <ul style="list-style-type: none"> a. Economy e. Industry and Mining f. Natural Resources and Minerals g. Agricultural Regions and Products h. History and Government i. Cultural Contributions j. Religion k. Population Diversity and Distribution l. Cultural Differences m. Environmental Issues 				Chapter 22 Teacher's Edition, pp 586A - 586D
				Instructional Resources
				Regional Focus, Teacher's Edition pages 570 -585
				Sectional Focus Transparencies 22-1, 22-2, 22-3, 22-4
				Political Map Transparency 8
				World Music: Cultural Traditions Lesson 7
				World Cultures Transparencies 13, 14
				Unit Overlay Transparencies 8-0, 8-4, 8-5
				Glencoe's Skillbuilder Interactive CD
				Chapter Challenger Interactive Software

Instructional Resources	Suggested Strategies/Activities
<p>Presentation Plus CD-ROM</p> <p>Web Sites www.glencoe.com www.hprrtec.org www.historylink.com www.historychannel.com www.lessonplanspage.com www.maps101.com www.historynet.com http://geography.miningco.com www.americanhistory.about.com www.historylink101.com</p>	<p>Building Skills in Geography Unit 2, Lesson 8</p> <p>Geography Skills Activity 22</p> <p>Cooperative Learning Activity 22</p> <p>GeoLab Activity 22</p> <p>Enrichment Activity 22</p> <p>Chapter Map Activity 22</p> <p>Critical Thinking Skills Activity 22</p> <p>Cooperative Learning Activities Teacher’s Edition, page 595 and page 600</p>
Assessments	
<p>Performance Assessment Activity 22</p> <p>Geoquiz Transparencies 22-1, 22-2</p> <p>Mindjogger Videoquiz</p> <p>Cause and Effect: How have the environments of Nepal and Bhutan affected the way the countries’ people live?</p>	

Regional Geography: China

K	1	2	3	4	5	6	7	8	9	10	11	12	Teaching Time	Quarter
						I	M		MM				5 Days	4

P.A.S.S. Objective

The student will...

- III. Locate on appropriate maps the major cultural and physical regions of the world.**
 - A. Recognize and describe common characteristics of world regions, including language, ethnic heritage, religion, natural resources, climate and landforms.
 - B. Explain how common characteristics can link and divide regions.
- IV. Analyze how selected physical, human, and environmental processes shape the biosphere.**
 - B. Analyze patterns of human settlement and urban development, including site and situation, the function of towns and cities, and issues related to human mobility, population growth, social structure, and the environment.
- V. Examine and interpret world cultural and physical patterns and their interactions.**
 - B. Identify examples of and reasons for conflict and cooperation among groups, societies, countries, and regions.
 - D. Identify and describe the relationships between the distribution of major natural resources (e.g., water, fossil fuels, and iron ore) and developed and developing countries.

National Geography Standards: 1-6, 9-18

District Objective(s): Same as PASS

<input type="checkbox"/> SAT9	<input checked="" type="checkbox"/> CRT	<input type="checkbox"/> EOI	<input type="checkbox"/> AP	Textbook Rating 1
Topics				Textbook Correlation
1. Physical Geography <ul style="list-style-type: none"> a. Political Regions n. Physical Regions <ul style="list-style-type: none"> 1. Plateau of Tibet 2. Gobi Desert 3. Himalaya Mountains 4. Huang He 5. Chang Jiang 6. Xi c. Climate and Weather d. Vegetation 2. Human Geography <ul style="list-style-type: none"> a. Economy b. Manufacturing c. Technology Industry d. Trade e. Natural Resources and Minerals f. Agricultural Regions and Products g. History and Government h. Cultural Contributions i. Population Diversity and Distribution j. Cultural Differences k. Environmental Issues 				Chapter 23 Teacher's Edition, pp 608A - 608D
				Instructional Resources
				Section Focus Transparencies 23-1, 23-2, 23-3, 23-4 Political Map Transparency 9 World Cultures Transparency 15 Unit Overlay Transparencies 8-0 through 8-6 World Music: Cultural Traditions Lesson 8 Glencoe's Skillbuilder Interactive CD Chapter Challenger Interactive Software Presentation Plus CD-ROM

Instructional Resources	Suggested Strategies/Activities
<p>Web Sites</p> <p>www.glencoe.com</p> <p>www.hprtec.org</p> <p>www.historylink.com</p> <p>www.historychannel.com</p> <p>www.lessonplanspage.com</p> <p>www.maps101.com</p> <p>www.historynet.com</p> <p>http://geography.miningco.com</p> <p>www.americanhistory.about.com</p> <p>www.historylink101.com</p>	<p>Cooperative Learning Activity, Teacher's Edition, page 622</p> <p>Building Skills in Geography Unit 2, Lesson 6</p> <p>Building Geography Skills: Comparing Two or More Graphs Teacher's Edition, page 613</p> <p>Geography Skills Activity 23</p> <p>Cooperative Learning Activity 23</p> <p>GeoLab Activity 23</p> <p>Enrichment Activity 23</p> <p>Chapter Map Activity 23</p> <p>Critical Thinking Skills Activity 23</p>
Assessments	

Performance Assessment Activity 23

Geoquiz Transparencies 23-1, 23-2

Mindjogger Videoquiz

Determining Cause and Effect: How have recent changes in China's economy affected the Chinese people?

Drawing Conclusions: How have landscape and climate affected where the Chinese people live?

Regional Geography: Japan and Korea

K	1	2	3	4	5	6	7	8	9	10	11	12	Teaching Time	Quarter
						I	M		MM				5 Days	4

P.A.S.S. Objective

The student will...

- III. Locate on appropriate maps the major cultural and physical regions of the world.**
 - A. Recognize and describe common characteristics of world regions, including language, ethnic heritage, religion, natural resources, climate and landforms.
 - B. Explain how common characteristics can link and divide regions.
- IV. Analyze how selected physical, human, and environmental processes shape the biosphere.**
 - B. Analyze patterns of human settlement and urban development, including site and situation, the function of towns and cities, and issues related to human mobility, population growth, social structure, and the environment.
- V. Examine and interpret world cultural and physical patterns and their interactions.**
 - B. Identify examples of and reasons for conflict and cooperation among groups, societies, countries, and regions.
 - D. Identify and describe the relationships between the distribution of major natural resources (e.g., water, fossil fuels, and iron ore) and developed and developing countries.

National Geography Standards: 1, 2, 7, 9, 11, 13, 14, 15, 16, 17, 18

District Objective(s) **Same as PASS**

SAT9 CRT EOI AP **Textbook Rating 1**

Topics	Textbook Correlation
1. Physical Geography a. Political Regions b. Physical Regions 1. Ring of Fire 2. Mountains 3. Plains c. Climate and Weather d. Vegetation 2. Human Geography a. Economy b. Trade c. Manufacturing d. Natural Resources and Minerals e. Agricultural Regions and Products f. History and Government g. Population Diversity and Distribution h. Cultural Contributions i. Cultural Differences j. Environmental Issues	Chapter 24 Teacher's Edition, pp 632A - 632D
	Instructional Resources
	Section Focus Transparencies 24-1, 24-2 Political Map Transparency 9 Unit Overlay Transparencies 8-0, 8-4, 8-5 World Cultures Transparency 16 World Music: Cultural Traditions Lesson 8 Focus on World Art Print 10 Glencoe's Skillbuilder Interactive CD Presentation Plus CD-ROM

Instructional Resources	Suggested Strategies/Activities
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<p>Chapter Challenger Interactive Software Presentation Plus CD-ROM</p> <p><u>Web Sites</u> www.glencoe.com www.hprtec.org www.historylink.com www.historychannel.com www.lessonplanspage.com www.maps101.com www.historynet.com http://geography.miningco.com www.americanhistory.about.com www.historylink101.com</p>	<p>Global Issues Activity, Teacher’s Edition, page 638</p> <p>Critical Thinking Activity: Expressing Problems Clearly, Teacher’s Edition, page 639</p> <p>Cultural Heritage: Asia, Teacher’s Edition, pages 652 - 653</p> <p>Connections to Economics, Teacher’s Edition, page 651</p> <p>Geography Skills Activity 24</p> <p>Cooperative Learning Activity 24</p> <p>GeoLab Activity 24</p> <p>Enrichment Activity 24</p> <p>Chapter Map Activity 24</p> <p>Critical Thinking Skills Activity 24</p> <p>Critical Thinking Activity, Teacher’s Edition, page 636</p>
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Assessments

<p>Performance Assessment Activity 24</p> <p>Geoquiz Transparencies 24-1, 24-2</p> <p>Mindjogger Videoquiz</p>
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Regional Geography: Southeast Asia

K	1	2	3	4	5	6	7	8	9	10	11	12	Teaching Time	Quarter
						I	M		MM				3-5 Days	4

P.A.S.S. Objective

The student will...

- III. Locate on appropriate maps the major cultural and physical regions of the world.**
 - A. Recognize and describe common characteristics of world regions, including language, ethnic heritage, religion, natural resources, climate and landforms.
 - B. Explain how common characteristics can link and divide regions.
- IV. Analyze how selected physical, human, and environmental processes shape the biosphere.**
 - B. Analyze patterns of human settlement and urban development, including site and situation, the function of towns and cities, and issues related to human mobility, population growth, social structure, and the environment.
- V. Examine and interpret world cultural and physical patterns and their interactions.**
 - B. Identify examples of and reasons for conflict and cooperation among groups, societies, countries, and regions.
 - D. Identify and describe the relationships between the distribution of major natural resources (e.g., water, fossil fuels, and iron ore) and developed and developing countries.

National Geography Standards: 1, 2, 3, 4, 6, 9, 10, 12, 13

District Objective(s) Same as PASS

SAT9 CRT EOI AP

Textbook Rating 1

Topics	Textbook Correlation
1. Physical Geography <ul style="list-style-type: none"> a. Political Regions b. Physical Regions c. Climate and Weather d. Vegetation 	Chapter 25 Teacher's Edition, pp 654A - 654D
	Instructional Resources
2. Human Geography <ul style="list-style-type: none"> a. Economy k. Commercial Centers l. Trade m. Natural Resources and Minerals n. Agricultural Regions and Products o. History and Government p. Ethnic Diversity q. Population Diversity and Distribution r. Cultural Differences s. Environmental Issues 	Section Focus Transparencies 25-1, 25-2 Political Map Transparency 10 World Cultures Transparency 17 World Music: Cultural Traditions Lesson 9 Glencoe's Skillbuilder Interactive CD Chapter Challenger Interactive Software Presentation Plus CD-ROM

Instructional Resources	Suggested Strategies/Activities
<p>Web Sites</p> <p>www.glencoe.com</p> <p>www.hprtec.org</p> <p>www.historylink.com</p> <p>www.historychannel.com</p> <p>www.lessonplanspage.com</p> <p>www.maps101.com</p> <p>www.historynet.com</p> <p>http://geography.miningco.com</p> <p>www.americanhistory.about.com</p> <p>www.historylink101.com</p>	<p>Eye on the Environment: Asia: Habitat Loss, Teacher's Edition, pages 672 - 673</p> <p>Environmental Case Study 8</p> <p>Building Skills in Geography Unit 2, Chapter 3</p> <p>Geography Skills Activity 25</p> <p>Cooperative Learning Activity 25</p> <p>GeoLab Activity 25</p> <p>Enrichment Activity 25</p> <p>Chapter Map Activity 25</p> <p>Critical Thinking Skills Activity 25</p> <p>Cooperative Learning Activity, Teacher's Edition, page 656</p> <p>Critical Thinking Activity: Identifying Central Issues, Teacher's Edition, page 665</p>
Assessments	
<p>Performance Assessment Activity 25</p> <p>Geoquiz Transparencies 25-1, 25-2</p> <p>Mindjogger Videoquiz</p> <p>Drawing Conclusions: Why is the Mekong River important to the people of Southeast Asia?</p> <p>Predicting Outcomes: Experts believe the Brunei has enough oil reserves to last until 2018. What might happen to the country's economy and standard of living at that time?</p>	

Regional Geography: Australia and New Zealand

K	1	2	3	4	5	6	7	8	9	10	11	12	Teaching Time	Quarter
						I	M		MM				3-5 Days	4

P.A.S.S. Objective

The student will...

- III. Locate on appropriate maps the major cultural and physical regions of the world.**
 - A. Recognize and describe common characteristics of world regions, including language, ethnic heritage, religion, natural resources, climate and landforms.
 - B. Explain how common characteristics can link and divide regions.
- IV. Analyze how selected physical, human, and environmental processes shape the biosphere.**
 - B. Analyze patterns of human settlement and urban development, including site and situation, the function of towns and cities, and issues related to human mobility, population growth, social structure, and the environment.
- V. Examine and interpret world cultural and physical patterns and their interactions.**
 - B. Identify examples of and reasons for conflict and cooperation among groups, societies, countries, and regions.
 - D. Identify and describe the relationships between the distribution of major natural resources (e.g., water, fossil fuels, and iron ore) and developed and developing countries.

National Geography Standards: 1, 2, 3, 5, 8, 10, 11, 12, 13, 14, 15, 16, 17, 18

District Objective(s) Same as PASS

SAT9 CRT EOI AP

Textbook Rating 1

Topics	Textbook Correlation
1. Physical Geography <ul style="list-style-type: none"> a. Political Regions b. Physical Regions <ul style="list-style-type: none"> 1. Great Barrier Reef 2. Great Dividing Range 3. Outback 4. Southern Alps c. Climate and Weather d. Vegetation 2. Human Geography <ul style="list-style-type: none"> a. Economy t. Manufacturing u. Mining v. Natural Resources and Minerals w. Agricultural Regions and Products x. History and Government y. Population Diversity and Distribution z. Ethnic Groups aa. Cultural Differences bb. Environmental Issues 	Chapter 26 Teacher's Edition, pp 688A - 688D <hr/> <p style="text-align: center;">Instructional Resources</p> Regional Focus, TE pages 674 - 687 Section Focus Transparencies 26-1, 26-2 Political Map Transparency 11 World Literature Reading 9 World Music: Cultural Traditions Lesson 10 World Cultures Transparencies 19, 20 Glencoe's Skillbuilder Interactive CD Chapter Challenger Interactive Software Presentation Plus CD-ROM

Instructional Resources	Suggested Strategies/Activities
<p>Web Sites</p> <p>www.glencoe.com</p> <p>www.hprtec.org</p> <p>www.historylink.com</p> <p>www.historychannel.com</p> <p>www.lessonplanspage.com</p> <p>www.maps101.com</p> <p>www.historynet.com</p> <p>http://geography.miningco.com</p> <p>www.americanhistory.about.com</p> <p>www.historylink101.com</p>	<p>Cooperative Learning Activity, Teacher's Edition, page 690</p> <p>Geography Skills Activity 26</p> <p>Cooperative Learning Activity 26</p> <p>GeoLab Activity 26</p> <p>Enrichment Activity 26</p> <p>Chapter Map Activity 26</p> <p>Critical Thinking Skills Activity 26</p>
Assessments	
<p>Performance Assessment Activity 26</p> <p>Geoquiz Transparencies 26-1, 26-2</p> <p>Mindjogger Videoquiz</p>	

Regional Geography: Oceania and Antarctica

K	1	2	3	4	5	6	7	8	9	10	11	12	Teaching Time	Quarter
						I	M		MM				3-5 Days	4

P.A.S.S. Objective

The student will...

- III. Locate on appropriate maps the major cultural and physical regions of the world.**
 - A. Recognize and describe common characteristics of world regions, including language, ethnic heritage, religion, natural resources, climate and landforms.
 - B. Explain how common characteristics can link and divide regions.
- IV. Analyze how selected physical, human, and environmental processes shape the biosphere.**
 - B. Analyze patterns of human settlement and urban development, including site and situation, the function of towns and cities, and issues related to human mobility, population growth, social structure, and the environment.
- V. Examine and interpret world cultural and physical patterns and their interactions.**
 - B. Identify examples of and reasons for conflict and cooperation among groups, societies, countries, and regions.
 - D. Identify and describe the relationships between the distribution of major natural resources (e.g., water, fossil fuels, and iron ore) and developed and developing countries.

National Geographic Standards: 1, 2, 3, 5, 7, 8, 10, 11, 14, 15, 16

District Objective(s) Same as PASS

<input type="checkbox"/> SAT9	<input checked="" type="checkbox"/> CRT	<input type="checkbox"/> EOI	<input type="checkbox"/> AP	Textbook Rating 1
Topics				Textbook Correlation
1. Physical Geography <ul style="list-style-type: none"> a. Political Regions cc. Physical Regions dd. Climate and Weather ee. Vegetation 2. Human Geography <ul style="list-style-type: none"> a. Economy b. Industry c. Natural Resources and Minerals d. Agricultural Regions and Products e. History and Government f. Population Diversity and Distribution g. Cultural Differences h. Environmental Issues 				Chapter 27 Teacher's Edition, pp 710A - 710D
				Instructional Resources
				Section Focus Transparencies 27-1, 27-2 Political Map Transparency 11 Unit Overlay Transparency 9-0 World Music: Cultural Traditions Lesson 10 Glencoe's Skillbuilder Interactive CD Chapter Challenger Interactive Software Presentation Plus CD-ROM

Instructional Resources	Suggested Strategies/Activities
<p>Web Sites</p> <p>www.glencoe.com</p> <p>www.hprtec.org</p> <p>www.historylink.com</p> <p>www.historychannel.com</p> <p>www.lessonplanspage.com</p> <p>www.maps101.com</p> <p>www.historynet.com</p> <p>http://geography.miningco.com</p> <p>www.americanhistory.about.com</p> <p>www.historylink101.com</p>	<p>Eye on the Environment: Great Barrier Reef: Trouble Down Under Teacher's Edition, page 726 - 727</p> <p>Environmental Case Study 9</p> <p>Cooperative Learning Activity, Teacher's Edition, page 712</p> <p>Geography Skills Activity 27</p> <p>Cooperative Learning Activity 27</p> <p>GeoLab Activity 27</p> <p>Enrichment Activity 27</p> <p>Chapter Map Activity 27</p> <p>Critical Thinking Skills Activity 27</p>
Assessments	
<p>Performance Assessment Activity 27</p> <p>Geoquiz Transparencies 27-1, 27-2</p> <p>Mindjogger Videoquiz</p>	

