6th Grade Social Studies

Curriculum

June 2026

Grade 6 Social Studies Scope and Sequence

(Units and lessons are to be followed in order)

Unit One: The Geographer's World

In Unit 1, students will explore the foundations of geography. Topics include the tools of geography as well as geography's influence on environment and social sciences.

Lessons	**Timeframe**
Lesson 1: The Tools of Geography	Weeks 1-2
Lesson 3: Geography's Influence on Economics, Politics, the Environment, History, and Culture	Week 3

Unit Two: Canada and the United States: Geographic Inquiry

In Unit 2, students will study and map the physical and human geography of Canada and the United States. Topics include the physical geography of Canada and the United States, urban sprawl, and consumption patterns in the United States.

Lessons	**Timeframe**
Lesson 4: The Physical and Human Geography of Canada and the United States	Weeks 4-5
Lesson 8: Urban Sprawl in North America: Where Will It End?	Weeks 6-7
Lesson 10: Consumption Patterns in the United States: The Impact of Living Well	Weeks 7-8

Unit Three: Latin America: Geographic Inquiry

In Unit 3, students will study and map the physical and human geography of Latin America. Topics include the physical geography of Latin America, land use conflict in the Amazon Rainforest, and adapting to the mountainous Andes.

Lessons	**Timeframe**
Lesson 12: The Physical and Human Geography of Latin America	Weeks 9-10
Lesson 17: Land Use Conflict in the Amazon Rainforest	Weeks 11-12

Lesson 18: Life in the Central Andes: Adapting to a Mountainous Region	Weeks 13-14
Unit Four: Europe and Russia: Geographic Inquiry	
In Unit 4, students will study and map the physical and human geography of Europe and Russia. Topics include the physical geography of Europe and Russia, cooperation within the European Union, and the success of the nation-states of the former Soviet Union.	
Lessons	**Timeframe**
Lesson 19: The Physical and Human Geography of Europe and Russia	Weeks 15-16
Lesson 20: Supranational Cooperation in the European Union	Weeks 17-18
Lesson 24: Nation-States from the Old Soviet Empire: How Have They Succeeded?	Weeks 19-20
Unit Five: Africa: Geographic Inquiry	
In Unit 5, students will study and map the physical and human geography of Africa. Topics include the physical geography of Africa, life in the Sahara, and women's role in the development of Africa.	
Lessons	**Timeframe**
Lesson 25: The Physical and Human Geography of Africa	Weeks 21-22
Lesson 27: Life in the Sahara and the Sahel: Adapting to a Desert Region	Week 23
Lesson 28: Micro-Entrepreneurs: Women's Role in the Development of Africa	Weeks 24-25
Unit Six: Southwest and Central Asia: Geographic Inquiry	
In Unit 6, students will study and map the physical and human geography of Southwest and Central Asia. Topics include the physical geography of Southwest and Central Asia and oil's effects on Asia.	
Lessons	**Timeframe**
Lesson 31: The Physical and Human Geography of Southwest and Central Asia	Weeks 26-27
Lesson 32: Oil in Southwest Asia: How "Black Gold" Has Shaped a Region	Weeks 28-29
Unit Seven: Monsoon Asia: Geographic Inquiry	

In Unit 7, students will study and map the physical and human geography of Monsoon Asia. Topics include the physical geography of Monsoon Asia, India's advantages for tech jobs, China's demographic challenges, and globalized industries.	
Lessons	**Timeframe**
Lesson 35: The Physical and Human Geography of Monsoon Asia	Weeks 30-31
Lesson 37: Tech Workers and Time Zones: India's Comparative Advantage	Week 32
Lesson 38: China: Dealing with Demographic Challenges	Week 33
Lesson 40: The Global Sneaker: From Asia to Everywhere	Week 34
Unit Eight: Oceania and Antarctica: Geographic Inquiry	
In Unit 8, students will study and map the physical and human geography of Oceania and Antarctica. Topics include the physical geography of Oceania and Antarctica.	
Lessons	**Timeframe**
Lesson 41: The Physical and Human Geography of Oceania and Antarctica	Weeks 35-36

UNIT 1 - The Geographer's World				
Unit 1 Overview: Explore the foundations of geography.				
Mandatory Textbook: Geography Alive! Regions and People				
LESSON 1: The Tools of Geography (Weeks 1 and 2)				
Lesson 1 Overview	Explore and determine how geographers show information on maps			
Academic Vocabulary	*absolute location, distortion, map projection, relative location*			
Essential Questions	**Learning Objectives**	**Activities & Strategies**	**Forms of Assessment**	**Standards**
Lesson 1 - How do geographers show information on maps?	Students will be able to… ● Understand the difference between absolute and relative location. ● Locate major parallels and meridians. ● Use latitude and longitude to determine absolute location. ● Measure distance by	1. Preview Activity: ● Use Classroom Slideshow slide 2-6 to introduce how cartographers and geographers use maps. Students will work in pairs acting as cartographers and geographers to locate gold deposits in the Siberian wilderness. Review activity with Interactive Student Notebook (ISN) pages 5 and 6 or Classroom Slideshow slides 7-8. ● Introduce the activity that the students will be working on throughout the lesson: Working in pairs, students will use a variety of maps to answer a series of questions. ● Introduce the lesson by reviewing the essential question and reading the Introduction and Section 1: Geographic Setting on textbook pages 5 and 6 or	● Embedded questions ● Lesson Review Game - Matrix of Knowledge ● TCI Assessment Unit 1, Lesson 1 ● Vocabulary Game - Adventures in the Sky	7.1.6.B.Describe and locate places and regions as defined by physical and human features. 8.3.6.C.5.Physical and human geography CC.8.5.6-8.D.Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. CC.8.5.6-8.G.Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. CC.8.6.6-8.B.4.Use precise language and domain-specific

	using scale. ● Identify continents and oceans in a given hemisphere. ● Understand how Earth-sun relations cause seasons. ● Understand the relative merits of five map projections (Mercator, Eckert IV, Robinson, Goode's Homolosine, and Lambert Equal-Area). ● Design a map with basic map components (title, legend, compass rose, grid system, scale).	through Classroom Slideshow slides 9-11. ● Introduce vocabulary through ISN page 7 or Classroom Slideshow slide 13 and 14. 2. Class Activity: ● Students will read Sections 2, 3, 4, 5, 6, and 7 with a partner to learn about the tools of geography (pages 8-17 in textbook or as part of Classroom Slideshow slides 19-39). Students will read and complete the Reading Notes for their assigned section in ISN pages 2-13 or through Classroom Slideshow slides 16-39. Students will then use this information to answer the questions about these maps on those pages or slides. (Detailed under the Procedures Tab (digital) or on page 10 in the Teacher's Manual.) ● Complete the Processing Activity to allow students the opportunity to apply their knowledge of geographer and cartographer's tools by creating a map of their classroom. (ISN page 14, Classroom Slideshow Slide 41).		vocabulary to inform about or explain the topic.

LESSON 3: Geography's Influence on Economics, Politics, the Environment, History, and Culture (Week 3)				
Lesson 3 Overview	Explore how geography subfields help us understand problems and identify solutions			
Academic Vocabulary	*case study, cultural geography, cultural geography, environmental geography, historical geography, political geography*			
Essential Questions	**Learning Objectives**	**Activities & Strategies**	**Forms of Assessment**	**Standards**
Lesson 3 - How do subfields of geography help us understand problems and identify solutions?	Students will be able to… ● Identify five geographic subfields and the elements that comprise them. ● Use a case study to demonstrate understanding of all five geographic subfields. ● Apply geographic concepts and subfields at a local level.	1. Preview Activity: ● Use ISN page 25 or Classroom Slideshow slide 2-3 for students to introduce the concept of five subfields in geography. Introduce the lesson by having students explore an image from the country of Bolivia to identify an element from one subfield of geography. Students will work with a partner to discuss the question. ● Complete Preview Notes on slides 3-4 or ISN page 25. ● Introduce the lesson that students will be focusing on throughout the lesson: creating a case study of Bolivia and lithium by reading the Introduction and Section 1: The Geographic Setting using pages 35-37 in the textbook or Classroom Slideshow slide 5. ● Introduce the essential question ● Introduce vocabulary through ISN page 26 or Classroom Slideshow Slide 8 and 9.	● Embedded questions ● Processing Activity (ISN page 32, Classroom Slideshow Slide 28) ● Lesson Review Game - Information Excavation ● TCI Assessment Unit 1, Lesson 3 ● Vocabulary Game - Powered by Pizza	5.1.6.A.Explain the effect of the rule of law in protecting property rights, individual rights, and the common good 5.1.6.B.Compare and contrast a direct democracy with a republican form of government. 5.3.6.H.Describe the influence of mass media on society. 5.4.6.A.Identify how countries have varying interests. 6.1.6.B.1.Compare ways that people meet their needs with how they meet their wants. 6.1.6.B.2.Describe how resources are combined to produce different goods and services. 6.2.6.G.1.What to produce? 6.3.6.A.Examine government's role in providing public goods and services.

		2. Class Activity: ● Students will read Sections 2, 3, 4, 5, 6, and 7 with a partner (pages 38-51 in textbook or as part of Classroom Slideshow slides 11-21). Students will read and complete the Reading Notes for their assigned section in ISN pages 27-31 or through Classroom Slideshow slides 15-26. Students will then use this information to give examples of subfields of geography for three different locations in the world. (Detailed under the Procedures Tab (digital) or on page 41 in the Teacher's Manual.) ● Debrief the lesson from questions on Classroom Slideshow slide 26. ● Complete the Processing Activity to allow students the opportunity to apply their knowledge of the five subfields of geography to determine examples that apply to our local area. (ISN page 32, Classroom Slideshow Slide 28).		6.3.6.B.Describe the impact of government involvement in state and national economic activities. 6.4.6.D.Explain how transportation, communication networks, and technology contribute to economic interdependence.

UNIT 2 - Canada and the United States				
Unit 2 Overview: Study and map the physical and human geography of Canada and the United States.				
Mandatory Textbook: Geography Alive! Regions and People				
LESSON 4 The Physical and Human Geography of Canada and the United States [Weeks 4 and 5)				
Lesson 4 Overview	Explore and describe the physical and human geography of Canada and the United States			
Academic Vocabulary	*arid, evergreen forest, glacier, mixed forest, tundra, wetlands*			
Essential Questions	**Learning Objectives**	**Activities & Strategies**	**Forms of Assessment**	**Standards**
Lesson 4 - How can we describe the physical and human geography of Canada and the United States?	Students will be able to… ● Label physical and political maps of the region. ● Use latitude and longitude to identify locations on a map. ● Identify and describe characteristics of the region's physical and human geography by	1. Preview Activity: ● Students will be introduced to the lesson by creating a mental map of Canada and the United States and then comparing their mental maps to actual maps by using ISN pages 37 and 38 or slides 2 and 3 digitally. ● Students will be introduced to physical geography and human geography by watching the videos in slides 4 and 5 digitally and answering the questions from those slides on ISN page 37. ● Students build their knowledge of physical and human geography by reading the Introduction and Section 1: The Geographic Setting on textbook pages 55-56 or through Classroom Slideshow slides 6-7. ● Introduce the essential question	● Embedded questions ● Lesson Review Game - Crack the Code ● TCI Assessment Unit 2, Lesson 4 ● Vocabulary Game - The Museum of Parts ● Processing Activity (ISN page 48, Classroom Slideshow Slide 45)	5.1.6.B.Compare and contrast a direct democracy with a republican form of government. 5.1.6.C.1.Liberty / Freedom 5.1.6.C.2.Democracy 5.1.6.E.Summarize individual rights guaranteed by the PA Constitution and the U.S. Constitution. 5.2.6.A.Compare and contrast rights and responsibilities of citizenship in the community, state, and nation. 5.3.6.E.Describe the voting process, including registration, primaries, and general elections. 5.4.6.A.Identify how countries

	using maps and charts. ● Practice layering geographic information, similar to geographic information systems (GIS). ● Compare and analyze information presented on different types of maps of the same region.	● Introduce vocabulary on slides 9 and 10 or ISN page 39. 2. Class Activity: ● Students will be completing three Mapping Challenges. Mapping Challenge 1 will ask students to locate various physical and human features of geography in Canada and the United States. Mapping Challenge 2 will ask students to use Global Information Systems to answer questions. Mapping Challenge 3 will ask students to use what they've learned about physical and human geography to identify a secret location. (digitally as detailed under the Procedures Tab or on page 64-65 in the Teacher's Manual. ● Read and discuss Sections 2-7, textbook pages 58-65 or through Classroom Slideshow slides 12-43. Complete slide notes or ISN pages 40-47. ● Complete the Processing Activity to allow students the opportunity to apply their knowledge of physical and human geography features to revise their mental map from the beginning of the lesson. (ISN page 48, Classroom Slideshow Slide 45).		have varying interests. 6.1.6.A.Explain how limited resources and unlimited wants cause scarcity. 6.1.6.B.1.Compare ways that people meet their needs with how they meet their wants.

LESSON 8: Urban Sprawl in North America: Where Will It End? [Weeks 6-7)				
Lesson 8 Overview	Explore and understand the effects of urban sprawl on people and the planet			
Academic Vocabulary	*metropolitan area, rural fringe, suburb, urban core, urban fringe, urban sprawl*			
Essential Questions	**Learning Objectives**	**Activities & Strategies**	**Forms of Assessment**	**Standards**
Lesson 8 - How does urban sprawl affect people and the planet?	Students will be able to… ● Analyze the causes of, consequences of, and various solutions to urban sprawl. ● Identify the effects of urban sprawl policies implemented in three North American cities. ● Analyze the implications of global urban patterns and international solutions to sprawl.	1. Preview Activity ● Students will be introduced to the concept of urban sprawl by comparing maps of Phoenix, Arizona in 1955 and 1995. (Classroom Slideshow slides 2-4.) ● Students will respond to questions regarding the maps on ISN page 71 or the Preview Notes digitally on slide 5. ● Students will build their background knowledge about urban sprawl by reading the Introduction and Section 1: The Geographic Setting (textbook pages 113-114 or through Classroom Slideshow slides 2-10) ● Introduce the essential question. ● Introduce vocabulary digitally through slides 12-14 or ISN page 72. 2. Classroom Activity: ● Complete the Experiential Exercise where students will act as policy planners to decide what to do about sprawl in Toronto, Portland, and Atlanta. [detailed in Procedures Tab:	● Embedded questions ● Classroom Activity Processing Slide 30 ● Lesson Review Game - Crack the Code ● TCI Assessment Unit 2, Lesson 8 ● Vocabulary Game - The Museum of Parts	5.3.6.I.Explain what taxes are and why they are necessary. 6.1.6.A.Explain how limited resources and unlimited wants cause scarcity. 6.3.6.A.Examine government's role in providing public goods and services. 7.1.6.A.Describe how common geographic tools are used to organize and interpret information about people, places, and environment. 7.1.6.B.Describe and locate places and regions as defined by physical and human features. 7.2.6.A.Describe the characteristics of places and regions. 7.4.6.A.Describe and explain the effects of the physical systems on people within regions. 7.4.6.B.Describe and explain

		Classroom Activity Procedures digitally or Teacher's Manual page 119. ● Read and discuss Sections 2-8 (textbook pages 116-122 or through Classroom Slideshow slides 17-27. Complete slide notes or ISN pages 73-79. ● Debrief lesson with questions from Classroom Slideshow slide 28. ● Complete the Processing Activity to allow students the opportunity to apply their knowledge of urban sprawl to infer its effect on our local area. (ISN page 80, Classroom Slideshow Slide 30).		the effects of people on the physical systems within regions. 8.1.6.B.Differentiate between fact and opinion, multiple points of view, and primary and secondary sources to explain historical events.

LESSON 10: Consumption Patterns in the United States [Weeks 7 and 8)				
Lesson 10 Overview	Explore how American consumption patterns affect people and the planet.			
Academic Vocabulary	*consumption, developed country, developing country, gross domestic product (GDP), per capita*			
Essential Questions	**Learning Objectives**	**Activities & Strategies**	**Forms of Assessment**	**Standards**
Lesson 10 - How do American consumption patterns affect people and the planet?	Students will be able to… ● Demonstrate an ability to read and interpret cartograms. ● Identify current consumption patterns in the United States. ● Compare U.S. consumption patterns with those of other countries around the world. ● Evaluate the effects and predict the future impact of growing levels of	1. Preview Activity: ● Students will be introduced to the concept of American consumption patterns by examining a photograph of a shopping mall and thinking about what visitors do there. (Classroom Slideshow slides 2- 4 or ISN page 91.) ● Students will build their background knowledge about American consumption by reading the Introduction and Section 1: The Geographic Setting (textbook pages 141-142 or through Classroom Slideshow slide 5-7.) ● Introduce the essential question and be introduced to the activity they will be focusing on throughout the lesson: learning about American consumption patterns and comparing them to other countries. ● Introduce vocabulary digitally slides 10 and 11 or ISN page 92.	● Embedded questions ● Classroom Activity Processing Slide 40 ● Lesson Review Game Charting the Course ● TCI Assessment Unit 2, Lesson 10 ● Vocabulary Game -Community CleanUp	5.3.6.I.Explain what taxes are and why they are necessary. 5.3.6.B.Define and compare the role and structure of local, state, and national governments. 6.1.6.B.1.Compare ways that people meet their needs with how they meet their wants. 6.2.6.A.Describe the interaction of consumers and producers of goods and services in the state and national economy. 6.2.6.C.Explain how advertising influences economic decisions. influence both buyers and sellers and explain why prices may vary for similar products. 6.2.6.D.Describe how prices 6.3.6.C.Explain the cost and benefits of taxation.

	consumerism.	2. Classroom Activity: ● Students will learn about cartograms and complete the Response Response Group activity by creating their own cartogram as detailed under the Procedures Tab or on page 151in the Teacher's Manual. ● Read and discuss Sections 2-5 on text pages 144-147 and completing the Class Activity Slideshow (slides 13-38). ● Complete the Processing Activity to allow students the opportunity to apply their knowledge of consumption patterns by creating a cartoon showing the changes that may happen to the world if the consumer class around the world continued to grow like the US and other developed nations. (ISN page 97, Classroom Slideshow Slide 40).		6.4.6.B.Explain how trade affects standards of living. 6.4.6.D.Explain how transportation, communication networks, and technology contribute to economic interdependence. 6.5.6.A.Describe how the availability of goods and services is made possible by the work of members of the society. 6.5.6.B.Explain the concept of labor productivity. 7.1.6.A.Describe how common geographic tools are used to organize and interpret information about people, places, and environment. 7.4.6.B.Describe and explain the effects of people on the physical systems within regions.

UNIT 3 - Latin America - Geographic Inquiry
Unit 3 Overview: Study and map the physical and human geography of Central and South America.
Mandatory Textbook: Geography Alive! Regions and People

LESSON 12: The Physical and Human Geography of Latin America [Weeks 9-10)				
Lesson 12 Overview	Describe the physical and human geography of Latin America			
Academic Vocabulary	*barter, commercial farming, desert scrub, isthmus*			
Essential Questions	**Learning Objectives**	**Activities & Strategies**	**Forms of Assessment**	**Standards**
Lesson 12 - How can we describe the physical and human geography of Latin America?	Students will be able to… ● How can we describe the physical and human geography of Latin America? ● Use latitude and longitude to identify locations on a map. ● Identify and describe characteristics of the region's physical and human geography	1. Preview Activity: ● Students will create a mental map of Latin America and then compare their mental maps using ISN pages 109-110 or slides 2 and 3 digitally. ● Watch the videos in slides 4 and 5 digitally and answer questions from the slides on ISN page 109. ● Read Section 1:Introduction ● Introduce the essential question ● Introduce vocabulary on slides 9 and 10 or ISN page 111. 2. Classroom Activity: ● Complete Mapping Challenges 1, 2 and 3 digitally as detailed under the Procedures Tab or on page 181 in the	● Embedded questions ● Classroom Activity Processing Slide 39 ● Lesson Review Game Information Excavation ● TCI Assessment Unit 3, Lesson 12 ● Vocabulary Game The Museum of	5.2.6.C.Describe the importance of political leadership and public service. 5.2.6.D.Explain why participation in government and civic life is important. 7.1.6.A.Describe how common geographic tools are used to organize and interpret information about people, places, and environment. 7.1.6.B.Describe and locate places and regions as defined by physical and human features. 7.2.6.A.Describe the characteristics of places and regions.

	by using maps and charts. ● Practice layering geographic information, similar to geographic information systems (GIS). ● Compare and analyze information presented on different types of maps of the same region.	Teacher's Manual.. ● Read and discuss Sections 2-7 on text pages 170-177. Complete Classroom Activity Slideshow slides 12-39 or ISN pages. 93-96. ● Complete the Processing Activity to allow students the opportunity to apply their knowledge of the physical and human geography of Latin America by revising their mental map created at the beginning of the lesson. (ISN page 120 or slide 39)	Parts	7.2.6.A.Describe the characteristics of places and regions. 7.4.6.B.Describe and explain the effects of people on the physical systems within regions. CC.8.5.6-8.D.Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

LESSON 17: Land Use Conflict in the Amazon Rainforest [Weeks 11-12)				
Lesson 17 Overview	Explore and debate how the resources of the rainforest should be used or preserved			
Academic Vocabulary	*biodiversity, carbon-oxygen cycle, deforestation, sustainable development, tropical rainforest*			
Essential Questions	**Learning Objectives**	**Activities & Strategies**	**Forms of Assessment**	**Standards**
Lesson 17 - How should the resources of rainforests be used and preserved?	Students will be able to… ● Examine the views of groups who have an interest in the preservation or use of the resources of the Amazon rainforest. ● Analyze and discuss a series of questions to understand the competing viewpoints of these various groups. ● Investigate ideas about addressing land use conflict in the rainforest,	1. Preview Activity: ● Students will sketch what they would do if their community had a new plot of land using ISN page 147 or slides 2 - 6digitally. ● Read Section 1: Introduction ● Introduce the essential question. ● Introduce vocabulary digitally slides 11-12 or ISN page 148. 2. Classroom ActivityL ● Complete the Response Group Activity as detailed under the Procedures Tab or on page 245-246 in the Teacher's Manual. ● Read and discuss Sections 2-8 on text pages 236-243 and Classroom Activity Slideshow (slides 14-44), Complete slide notes or ISN pages 149-151. ● Complete the Processing Activity to allow students the opportunity to apply their knowledge of the land use conflict in the Amazon Rainforest by writing a letter to the Brazilian government. (ISN page 152 or slide 46)	● Embedded questions ● Classroom Activity Processing Slide 46 ● Lesson Review Game Information Excavation ● TCI Assessment Unit 3, Lesson 17 ● Vocabulary Game Adventures in the Sky	6.3.6.D.Explain the benefits of international trade. 6.4.6.B.Explain how trade affects standards of living. 6.5.6.E.Describe how people accumulate tangible and intangible assets. 7.1.6.A.Describe how common geographic tools are used to organize and interpret information about people, places, and environment. 7.4.6.B.Describe and explain the effects of people on the physical systems within regions. CC.8.5.6-8.E.Describe how a text presents information (e.g., sequentially, comparatively, causally).

	and determine which would be most applicable to the Amazon region.			

LESSON 18: Life in the Central Andes: Adapting to a Mountainous Region [Weeks 13-14)				
Lesson 18 Overview	Explore and determine how people adapt to a mountainous region.			
Academic Vocabulary	*attitudinal zonation, snow line, terracing, tree line, vertical trade*			
Essential Questions	**Learning Objectives**	**Activities & Strategies**	**Forms of Assessment**	**Standards**
Lesson 18 - How do people adapt to living in a mountainous region?	Students will be able to… ● Describe the physical characteristics of four elevation zones: tierra caliente, tierra templada, tierra fría, and tierra helada. ● Identify ways in which people of the central Andes have adapted to life in each of the four elevation zones. ● Analyze the impact of retreating mountain	1. Preview Activity: ● Students will look at a photo of La Paz, Bolivia, and discuss how people's live are changed by the physical environment they live in by using ISN page 153-154 or slides 2-4 digitally. ● Read Section 1: Introduction ● Introduce the essential question. ● Introduce vocabulary digitally slides 9-10 or ISN page 155. 2. Classroom Activity: ● Complete the Social Studies Skill Builder Activity as detailed under the Procedures Tab digitally or on page 257 -258 in the Teacher's Manual. ● Read and discuss Sections 2-5 on text pages 250-255 and Classroom Activity Slideshow (slides 12-24) ● Complete slide notes or ISN pages 156-157. ● Complete the Processing Activity to allow students the opportunity to apply their knowledge of how people in the Central ANdes adapt to a mountainous	● Embedded questions ● Classroom Activity Processing Slide 26 ● Lesson Review Game Crack the COde ● TCI Assessment Unit 3, Lesson 18 ● Vocabulary Game Community Cleanup	7.1.6.A.Describe how common geographic tools are used to organize and interpret information about people, places, and environment. 7.1.6.B.Describe and locate places and regions as defined by physical and human features. 7.2.6.A.Describe the characteristics of places and regions. 7.4.6.A.Describe and explain the effects of the physical systems on people within regions. 8.1.6.A.Explain continuity and change over time using sequential order and context of events. CC.8.5.6-8.D.Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to

	glaciers on people living in mountainous regions around the world.	region by analyzing a mountainous region other than Central Andes and comparing it to life in the Central Andes. (ISN page 158 or slide 26)		history/social studies. CC.8.5.6-8.E.Describe how a text presents information (e.g., sequentially, comparatively, causally).

UNIT 4 - Europe and Russia				
Unit 4 Overview: Study and map the physical and human geography of Europe and Russia.				
Mandatory Textbook: Geography Alive! Regions and People				
LESSON 19: The Physical and Human Geography of Europe and Russia [Weeks 15-16)				
Lesson 19 Overview	Describe the physical and human geography of Europe and Russia			
Academic Vocabulary	*Mediterranean, peninsula, steppe, taiga, temperate*			
Essential Questions	**Learning Objectives**	**Activities & Strategies**	**Forms of Assessment**	**Standards**
Lesson 19 - How can we describe the physical and human geography of Europe and Russia?	Students will be able to… ● Label physical and political maps of the region. ● Use latitude and longitude to identify locations on a map. ● Identify and describe characteristics of the region's physical and human geography by	1. Preview Activity: ● Students will create a mental map of Latin America and then compare their mental maps using ISN pages 163-164 or slides 2 and 3 digitally. ● Watch the videos in slides 4 and 5 digitally and answer questions from the slides on ISN page 163. ● Read Section 1: Introduction ● Introduce the essential question ● Introduce vocabulary on slides 9 and 10 or ISN page 165. 2. Classroom Activity: ● Complete Mapping Challenges 1, 2 and 3 digitally as detailed under the Procedures Tab digitally or on page 277-278 in the Teacher's Manual. ● Read and discuss Sections 2-7 on text	● Embedded questions ● Classroom Activity Processing Slide 39 ● Lesson Review Game Information Excavation ● TCI Assessment Unit 4, Lesson 19 ● Vocabulary Game Powered by Pizza	7.1.6.A.Describe how common geographic tools are used to organize and interpret information about people, places, and environment. 7.1.6.B.Describe and locate places and regions as defined by physical and human features. 7.2.6.A.Describe the characteristics of places and regions. 7.2.6.B.Describe the physical processes that shape patterns on Earth's surface. 7.4.6.B.Describe and explain the effects of people on the physical systems within regions.

	using maps and charts. ● Practice layering geographic information, similar to geographic information systems (GIS). ● Compare and analyze information presented on different types of maps of the same region.	pages 264-271 and Classroom Activity Slideshow slides 12-37. Complete slide notes or ISN pages 169-173. ● Complete the Processing Activity to allow students the opportunity to apply their knowledge of the physical and human geography of Russia and Europe by reviewing and revising their mental map created at the beginning of the lesson. (ISN page 174 or slide 39)		8.4.6.C.1.Belief systems and religions CC.8.5.6-8.D.Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. CC.8.5.6-8.E.Describe how a text presents information (e.g., sequentially, comparatively, causally).

LESSON 20: Supranational Cooperation in the European Union (Week 17-18)				
Lesson 20 Overview	Analyze the forces that unite and divide members of the European Union.			
Academic Vocabulary	centrifugal force, centripetal force, common market, supranational cooperation			
Essential Question	**Learning Objectives**	**Activities & Strategies**	**Forms of Assessment**	**Standards**
Lesson 20 - What forces work for and against supranational cooperation among nations?	Students will be able to… ● analyze a population cartogram of selected European countries. ● experience the forces that unite and divide members of the European Union. ● examine other examples of international cooperation.	1. Preview Activity: ○ Use Interactive Student Notebook (ISN) page 175 and Classroom Slideshow Slide 2 to debate the advantages and disadvantages of taking down the fences within a neighborhood. ○ Introduce the topic of the "neighborhood" of the European Union with Classroom Slideshow Slides 3 and 4. ○ Introduce vocabulary (Options include ISN page 176, Classroom Slideshow Slides 9 and 10, textbook). ○ Read Section 1: Introduction 2. Class Activity: ○ Complete the Experiential Exercise [detailed in Procedures Tab: Classroom Activity Procedures (digital)/pages 296-298 (teacher's manual)]. ○ Read and discuss Sections 2-4 (Options include Reading, Classroom Activity Slideshow, Video Activity). Complete the Reading Notes (ISN p. 177-179).	**Options Include**: ● Embedded Questions ● Lesson Review Game: Primary Source Investigation ● Vocabulary Game: The Museum of Parts ● Class Discussion ● TCI Unit 4, Lesson 20 Assessment ● Processing Section (Enrichment)	**6.3.6.D**.Explain the benefits of international trade. **6.4.6.B**.Explain how trade affects standards of living. **7.1.6.A**.Describe how common geographic tools are used to organize and interpret information about people, places, and environment. **6.3.6.D.**Explain the benefits of international trade. **6.4.6.B.**Explain how trade affects standards of living. **7.1.6.B**.Describe and locate places and regions as defined by physical and human features. **7.2.6.A**.Describe the characteristics of places and regions. **CC.8.6**.Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. **CC.8.5**.Students read,

				understand, and respond to informational text - with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.

LESSON 24: Nation-States from the Old Soviet Empire: How Have They Succeeded? [Weeks 19-20)				
Lesson 24 Overview	Explore and discuss the factors that contribute to the success or the failure of new nation-states.			
Academic Vocabulary	*ethnic group, nation, nationalism, nation-state, state*			
Essential Questions	**Learning Objectives**	**Activities & Strategies**	**Forms of Assessment**	**Standards**
Lesson 24 - What factors contribute to the success or failure of new nation-states?	Students will be able to… ● Identify some major factors that affect whether a nation will succeed or collapse. ● Analyze some of the factors that may determine the success of the nation-states that have developed out of the former Soviet Union. ● Examine other regions in the world where new nations are forming.	1. Preview Activity: ● Students will examine maps of the Soviet Union and its successor nations by using ISN 205-206 or Classroom Slideshow slides 2 and 3. ● Introduce the activity students will work on throughout the lesson: Participating as part of a national GeoGames Committee and selecting a site in one of the five nation-states to host the event. Students will gather information and determine the factors that would make one nation-state successful as the event's host site. Introduce the lesson by reading Section 1: Introduction page 325 textbook or Classroom Slideshow slides 4 and 5. ● Introduce the essential question, Classroom Slideshow slide 6. ● Introduce vocabulary with ISN 207 and 208 or Classroom Slideshow slides 8 and 9. 2. Class Activity: ● Students will read Sections 2, 3, 4,5,and	● Embedded questions ● Classroom Activity Processing Slide 34 ● Lesson Review Game Crack the Code ● TCI Assessment Unit 4, Lesson 24 ● Vocabulary Game The Museum of Parts	6.3.6.D.Explain the benefits of international trade. 6.4.6.B.Explain how trade affects standards of living. 6.4.6.D.Explain how transportation, communication networks, and technology contribute to economic interdependence. 7.1.6.A.Describe how common geographic tools are used to organize and interpret information about people, places, and environment. 7.1.6.B.Describe and locate places and regions as defined by physical and human features. 7.2.6.A.Describe the characteristics of places and regions. 8.1.6.B.Differentiate between fact and opinion, multiple points of view, and primary and secondary sources to explain

		6 and complete the Reading Notes for each section through either ISN pages 209-213 or through the Classroom Slideshow slides 12-27. ● Students will evaluate what they've read to select which nation-state would be most successful in hosting the event. Students must present their selection and their reasoning to the class. Following Classroom Slideshow slides 28-31. ● Use Classroom Slideshow Slide 32 to debrief the activity. ● Complete the Processing Activity to allow students the opportunity to apply their knowledge of what contributes to the failure or success of a nation-state to support their selection of which nation-state will host the GeoGames by writing a letter to the International GeoGames Committee. (ISN page 214 or Classroom Slideshow slide 34.)		historical events. CC.8.5.6-8.A.Cite specific textual evidence to support analysis of primary and secondary sources. CC.8.5.6-8.B.Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

UNIT 5 - Africa				
Unit 5 Overview: Study and map the physical and human geography of Africa				
Mandatory Textbook: Geography Alive! Regions and People				
LESSON 25: The Physical and Human Geographs of Africa (Weeks 21 & 22)				
Lesson 25 Overview	Identify, describe, and analyze the region's physical and human geography using maps and charts.			
Academic Vocabulary	highlands, plateau, savanna			
Essential Question	**Learning Objectives**	**Activities & Strategies**	**Forms of Assessment**	**Standards**
Lesson 25 - How can we describe the physical and human geography of Africa?	Students will be able to… ● label physical and political maps of the region. ● use latitude and longitude to identify locations on a map. ● identify and describe characteristics of the region's physical and human geography by using maps and charts. ● practice layering geographic information, similar to geographic	1. Preview Activity: ○ Use Interactive Student Notebook (ISN) page 219 and Classroom Slideshow Slides 2-5 to: (1) create a map of Africa as the student believes it to be, (2) add given features to the map, including the Kalahari Desert, and (3) discuss oil drilling. Students will develop questions related to these topics. ○ Introduce the goal of describing the human and physical geography of Africa with Classroom Slideshow Slides 6 and 7 and by reading Section 1: Introduction. ○ Introduce vocabulary (Options include ISN page 221, Classroom Slideshow Slides 9 and 10, textbook). 2. Class Activity: ○ Read Section 2: Physical Features: From Deserts to Waterfalls	**Options Include**: ● Embedded Questions ● Lesson Review Game: Crack the Code ● Vocabulary Game: Adventures in the Sky ● Class Discussion ● TCI Unit 5, Lesson 25 Assessment ● Processing Section (Enrichment)	**7.1.6.A**.Describe how common geographic tools are used to organize and interpret information about people, places, and environment. **7.1.6.B**.Describe and locate places and regions as defined by physical and human features. **7.2.6.A**.Describe the characteristics of places and regions. **8.4.6.C.5**.Physical and human geography **CC.8.6**.Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. **CC.8.5**.Students read, understand, and respond to informational text - with emphasis on comprehension, making connections among ideas

	information systems (GIS). ● compare and analyze information presented on different types of maps of the same region.	○ Complete Mapping Challenge 1, Part A, locating the physical features of Africa (ISN p. 222, Classroom Slideshow Slides 12-14) ○ Complete Mapping Challenge 1, Part B, locating countries of Africa (ISN p. 223, Classroom Slideshow Slides 15-16). ○ Review Mapping Challenges by playing Find It! as a class (Classroom Slideshow Slides 18-19). ○ Read and discuss Sections 3-7 (Options include Reading, Classroom Activity Slideshow, Video Activity). ○ Complete the Reading Notes (ISN p. 224). ○ Complete Mapping Challenge 2, using the thematic maps of Africa. (ISN p. 225-226, Classroom Slideshow Slides 26-27). ○ Play Picture It! (Classroom Slideshow Slides 28-30). ○ Complete Mapping Challenge 3, thematic maps of specific African regions. (ISN p. 227-229, Classroom Slideshow Slides 32-33). ○ Play Where Are You? (Classroom Slideshow Slides 34-37).		and between texts with focus on textual evidence.
Supplemental Resources: transparencies				

LESSON 27: Life in the Sahara and the Sahel: Adapting to a Desert Region (Week 23)				
Lesson 27 Overview	Describe physical characteristics of and human adaptations to the desert, the oases, and the Sahel; analyze the impact of desertification on people living in desert regions worldwide.			
Academic Vocabulary	desertification, drought, marginal land, pastoral nomads			
Essential Question	**Learning Objectives**	**Activities & Strategies**	**Forms of Assessment**	**Standards**
Lesson 27 - How do people adapt to living in a desert region?	Students will be able to… ● describe the physical characteristics of three environments of the Saharan region: the desert, the oases, and the Sahel ● identify ways in which people have adapted to life in these three environments ● analyze the impact of desertification on people living in desert regions around the world	1. Preview Activity: ○ Use Interactive Student Notebook (ISN) pages 239-240 and Classroom Slideshow Slides 2-4 to: (1) compare and contrast the physical geography of the Sahara with the physical geography of where they live and (2) analyze how living in a desert environment would impact their daily lives. ○ Introduce the goal of learning about the Sahara and the Sahel and how people living there have adapted to these regions with Classroom Slideshow Slides 5-7 and by reading Section 1: Introduction. ○ Introduce vocabulary (Options include ISN page 241, Classroom Slideshow Slides 9 and 10, textbook). 2. Class Activity: ○ Students will read about each of the Saharan environments and adaptations humans make to live in each environment (Options include Reading, Classroom Activity Slideshow, Video Activity). They will then act out adaptations necessary for living each	**Options Include**: ● Embedded Questions ● Lesson Review Game: Universal Knowledge ● Vocabulary Game: Powered by Pizza ● Class Discussion ● TCI Unit 5, Lesson 27 Assessment ● Processing Section (Enrichment)	**6.5.6.B.** Explain the concept of labor productivity. **7.1.6.A**.Describe how common geographic tools are used to organize and interpret information about people, places, and environment. **7.1.6.B**.Describe and locate places and regions as defined by physical and human features. **7.2.6.A**.Describe the characteristics of places and regions. **7.3.6.A.3.** Settlement **7.4.6.A.** Describe and explain the effects of the physical systems on people within regions. **8.1.6.B.** Differentiate between fact and opinion, multiple points of view, and primary and secondary sources to explain historical events. **8.4.6.C.5**.Physical and human geography **CC.8.6**.Students write for

		region. [detailed in Procedures Tab: Classroom Activity Procedures (digital)/pages 405-406 (teacher's manual)]. Use Classroom Slideshow Slides 12-30 and ISN pages 242-243. ○ Use Classroom Slideshow Slide 31 to debrief the activity. ○ Complete the Processing Activity to allow students the opportunity to discuss human adaptations made in their own environments and how these compare to adaptations made in Saharan environments. (ISN page 244, Classroom Slideshow Slide 33).		different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. **CC.8.5**.Students read, understand, and respond to informational text - with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.

LESSON 28: Micro-Entrepreneurs: Women's Role in Development of Africa (Weeks 24 & 25)				
Lesson 28 Overview	Explain challenges faced by women in developing countries in Africa and how micro-entrepreneurship helps to address some of these challenges.			
Academic Vocabulary	gender-based division of labor, informal economy, micro-enterprise, micro-entrepreneur			
Essential Question	**Learning Objectives**	**Activities & Strategies**	**Forms of Assessment**	**Standards**
Lesson 28 - How are women micro-entrepreneurs in developing countries changing their communities?	Students will be able to… ● explain challenges faced by women in developing countries in Africa. ● describe how African women micro-entrepreneurs have changed the human characteristics of the places where they live and work. ● identify where micro-credit institutions are most active and explain why the majority of their clients are women.	1. Preview Activity: ○ Use Interactive Student Notebook (ISN) page 245 and Classroom Slideshow Slides 2-3 to introduce the concepts of women's impact on developing African nations and of micro-entrepreneurship and related topics. ○ Introduce the activity students will work on throughout the lesson: Creating a Pamphlet to Promote Micro-Enterprises. Introduce the lesson with Classroom Slideshow Slides 4-6 and by reading Section 1: Introduction. ○ Introduce vocabulary (Options include ISN page 246, Classroom Slideshow Slides 8-10, textbook). 2. Class Activity: ○ Students will be assigned Section 2, 3, or 4. They will read and complete the Reading Notes for their assigned section. Students will then use this information to create their pamphlets. Once they've created their pamphlets, they will meet with students who read the other sections to discuss and add information to their Reading Notes	**Options Include**: ● Embedded Questions ● Lesson Review Matrix of Knowledge ● Vocabulary Game: The Museum of Parts ● Class Discussion ● TCI Unit 5, Lesson 28 Assessment ● Processing Section (Enrichment)	**6.4.6.D.** Explain how transportation, communication networks, and technology contribute to economic interdependence. **7.1.6.A**.Describe how common geographic tools are used to organize and interpret information about people, places, and environment. **7.1.6.B**.Describe and locate places and regions as defined by physical and human features. **8.1.6.B.** Differentiate between fact and opinion, multiple points of view, and primary and secondary sources to explain historical events. **8.3.6.D.4**. Military conflict **8.4.6.C.5**. Physical and human geography **CC.8.6**.Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate

		[detailed in Procedures Tab: Classroom Activity Procedures (digital)/pages 417-418 (teacher's manual)]. Use Classroom Slideshow Slides 12-21 and ISN pages 247-248. ○ Use Classroom Slideshow Slide 22 to debrief the activity. ○ Complete the Processing Activity to allow students the opportunity to apply their knowledge of the advantages and disadvantages of micro-loans by writing a paragraph. (ISN page 249, Classroom Slideshow Slide 24).		content. **CC.8.5**.Students read, understand, and respond to informational text - with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.

UNIT 6 - Southwest and Central Asia				
Unit 6 Overview: Study and map the physical and human geography of Southwest and Central Asia				
Mandatory Textbook: Geography Alive! Regions and People				
LESSON 31: The Physical and Human Geography of Southwest and Central Asia (Weeks 26 & 27)				
Lesson 31 Overview	Identify, describe, and analyze the region's physical and human geography using maps and charts.			
Academic Vocabulary	fossil fuels, gulf, inland sea, nomadic herding			
Essential Question	**Learning Objectives**	**Activities & Strategies**	**Forms of Assessment**	**Standards**
Lesson 31 - How can we describe the physical and human geography of Southwest and Central Asia?	Students will be able to… ● label physical and political maps of the region. ● use latitude and longitude to identify locations on a map. ● identify and describe characteristics of the region's physical and human geography by using maps and charts. ● practice layering geographic information, similar to geographic	1. Preview Activity: ○ Use Interactive Student Notebook (ISN) pages 269-270 and Classroom Slideshow Slides 2-5 to: (1) create a map of Southwest and Central as the student believes it to be, (2) add given features to the map, including the Aral Sea, and (3) discuss natural gas. Students will develop questions related to these topics. ○ Introduce the goal of describing the human and physical geography of Southwest and Central Asia with Classroom Slideshow Slides 6 and 7 and by reading Section 1: Introduction. ○ Introduce vocabulary (Options include ISN page 271, Classroom Slideshow Slides 9 and 10, textbook). 2. Class Activity: ○ Read Section 2: Physical Features: A	**Options Include**: ● Embedded Questions ● Lesson Review Charting the Course ● Vocabulary Game: Powered by Pizza ● Class Discussion ● TCI Unit 6, Lesson 31 Assessment ● Processing Section (Enrichment)	**5.4.6.A.** Identify how countries have varying interests. **6.4.6.D.** Explain how transportation, communication networks, and technology contribute to economic interdependence. **7.1.6.A**.Describe how common geographic tools are used to organize and interpret information about people, places, and environment. **7.1.6.B**.Describe and locate places and regions as defined by physical and human features. **7.2.6.A**.Describe the characteristics of places and regions. **7.3.6.A.3**.Settlement **7.3.6.A.4**. Economic activities

	information systems (GIS). ● compare and analyze information presented on different types of maps of the same region.	Land of Contrasts. ○ Complete Mapping Challenge 1, Part A, locating the physical features of Southwest and Central Asia (ISN p. 272, Classroom Slideshow Slides 12-14) ○ Complete Mapping Challenge 1, Part B, locating countries of Southwest and Central Asia (ISN p. 273, Classroom Slideshow Slides 15-16). ○ Review Mapping Challenges by playing Find It! as a class (Classroom Slideshow Slides 17-19). ○ Read and discuss Sections 3-7 (Options include Reading, Classroom Activity Slideshow, Video Activity). ○ Complete the Reading Notes (ISN p. 274). ○ Complete Mapping Challenge 2, using the thematic maps of Southwest and Central Asia. (ISN p. 275-276, Classroom Slideshow Slides 26-27). ○ Play Picture It! (Classroom Slideshow Slides 28-30). ○ Complete Mapping Challenge 3, thematic maps of specific Southwestern and Central Asian regions. (ISN p. 277-279, Classroom Slideshow Slides 32-33). ○ Play Where Are You? (Classroom Slideshow Slides 34-37).		**7.3.6.A.5**. Political activities **7.4.6.B** .Describe and explain the effects of people on the physical systems within regions. **8.4.6.B.**.Identify and explain the importance of historical documents, artifacts, and cites which are critical to world history. **8.4.6.C.1**.Belief systems and religions **8.4.6.C.5**.Physical and human geography **8.4.6.D** .Examine patterns of conflict and cooperation among groups and organizations that impacted the development of the history of the world. **CC.8.6**.Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. **CC.8.5**.Students read, understand, and respond to informational text - with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.

LESSON 32: Oil in Southwest Asia: How "Black Gold" Has Shaped a Region (Weeks 28 & 29)				
Lesson 32 Overview	Investigate and understand oil and its impacts on Southwestern Asian countries			
Academic Vocabulary	crude oil, nonrenewable resource, oil reserves, renewable resource			
Essential Question	**Learning Objectives**	**Activities & Strategies**	**Forms of Assessment**	**Standards**
Lesson 31 - How might having a valuable natural resource affect a region?	Students will be able to… ● understand how oil is formed. ● understand how oil is distributed in Southwest Asia. ● investigate the effects of large oil reserves on Southwest Asian countries. ● explore alternative energy resources.	1. Preview Activity: ○ Use Interactive Student Notebook (ISN) page 281 and Classroom Slideshow Slides 2-4 to discuss the impacts on a region that result from having an important natural resource and having oil in particular. ○ Introduce the goal of learning how the natural resource oil affects Southwest Asian countries with Classroom Slideshow Slides 5-7 and by reading Section 1: Introduction. ○ Introduce vocabulary (Options include ISN page 282, Classroom Slideshow Slides 9 and 10, textbook). 2. Class Activity: ○ Students will work in small groups to complete a series of tasks and to answer related questions. ■ Complete Handout A: Investigating the Geology and Geography of Oil. ■ Discuss using Slides 13-15. Students will then read Section 2 and complete the Reading Notes (ISN page 283).	**Options Include**: ● Embedded Questions ● Lesson Review Game: Matrix of Knowledge ● Vocabulary Game: The Museum of Parts ● Class Discussion ● TCI Unit 6, Lesson 31 Assessment ● Processing Section (Enrichment)	**6.2.6.D.** Describe how prices influence both buyers and sellers and explain why prices may vary for similar products. **6.3.6.D.** Explain the benefits of international trade. **6.4.6.B.** Explain how trade affects standards of living. **7.1.6.A**.Describe how common geographic tools are used to organize and interpret information about people, places, and environment. **7.1.6.B**.Describe and locate places and regions as defined by physical and human features. **8.1.6.B.** Differentiate between fact and opinion, multiple points of view, and primary and secondary sources to explain historical events. **8.3.6.D.5.** Economic stability **8.4.6.C.2** Commerce and industry **8.4.6.C.5**.Physical and human

		■ Complete Handout B: Investigating Oil Wealth and People's Well-Being. ■ Discuss using Slides 17-19. Students will then read Section 3 and complete the Reading Notes (ISN page 284). ■ Complete Handout C: Investigating the Price and Flow of Oil. ■ Discuss using Slides 21-27. Students will then read Section 4 and complete the Reading Notes (ISN page 285) [detailed in Procedures Tab: Classroom Activity Procedures (digital)/pages 479-480 (teacher's manual)]. ○ Complete the Processing Activity to allow students the opportunity to explain how oil has affected Southwest Asia. (ISN page 286, Classroom Slideshow Slide 30).		geography **CC.8.6**.Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. **CC.8.5**.Students read, understand, and respond to informational text - with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.

UNIT 7 - Monsoon Asia				
Unit 7 Overview: Study and map the physical and human geography of Monsoon Asia				
Mandatory Textbook: Geography Alive! Regions and People				
LESSON 35: The Physical and Human Geography of Monsoon Asia (Weeks 30 & 31)				
Lesson 35 Overview	Identify, describe, and analyze the region's physical and human geography using maps and charts.			
Academic Vocabulary	delta, monsoon			
Essential Question	**Learning Objectives**	**Activities & Strategies**	**Forms of Assessment**	**Standards**
Lesson 35 - How can we describe the physical and human geography of Monsoon Asia?	Students will be able to… ● label physical and political maps of the region. ● use latitude and longitude to identify locations on a map. ● identify and describe characteristics of the region's physical and human geography by using maps and charts. ● practice layering geographic information, similar to geographic information	1. Preview Activity: ○ Use Interactive Student Notebook (ISN) pages 303-304 and Classroom Slideshow Slides 2-5 to: (1) create a map of Monsoon Asia as the student believes it to be, (2) add given features to the map, including the Mount Everest, and (3) discuss cattle herding. Students will develop questions related to these topics. ○ Introduce the goal of describing the human and physical geography of Monsoon Asia with Classroom Slideshow Slides 6 and 7 and by reading Section 1: Introduction. ○ Introduce vocabulary (Options include ISN page 305, Classroom Slideshow Slides 9 and 10, textbook). 2. Class Activity: ○ Read Section 2: Physical Features:	**Options Include**: ● Embedded Questions ● Lesson Review Information Excavation ● Vocabulary Game: Powered by Pizza ● Class Discussion ● TCI Unit 7, Lesson 35 Assessment ● Processing Section (Enrichment)	**7.1.6.A**.Describe how common geographic tools are used to organize and interpret information about people, places, and environment. **7.1.6.B**.Describe and locate places and regions as defined by physical and human features. **7.2.6.A**.Describe the characteristics of places and regions. **7.2.6.B.** Describe the physical processes that shape patterns on Earth's surface. **7.3.6.A.3**.Settlement **7.3.6.A.4**. Economic activities **7.3.6.A.5**. Political activities **7.4.6.B** .Describe and explain the effects of people on the physical systems within regions.

	systems (GIS). ● compare and analyze information presented on different types of maps of the same region.	Mountains, Plateaus, and Islands ○ Complete Mapping Challenge 1, Part A, locating the physical features of Monsoon Asia (ISN p. 306, Classroom Slideshow Slides 12-14) ○ Complete Mapping Challenge 1, Part B, locating countries of Monsoon Asia (ISN p. 307, Classroom Slideshow Slides 15-16). ○ Review Mapping Challenges by playing Find It! as a class (Classroom Slideshow Slides 17-19). ○ Read and discuss Sections 3-7 (Options include Reading, Classroom Activity Slideshow, Video Activity). ○ Complete the Reading Notes (ISN p. 308). ○ Complete Mapping Challenge 2, using the thematic maps of Monsoon Asia. (ISN p. 309-310, Classroom Slideshow Slides 26-27). ○ Play Picture It! (Classroom Slideshow Slides 28-30). ○ Complete Mapping Challenge 3, thematic maps of specific Monsoon Asian regions. (ISN p. 311-313, Classroom Slideshow Slides 32-33). ○ Play Where Are You? (Classroom Slideshow Slides 34-37).		**8.1.6.B.** Differentiate between fact and opinion, multiple points of view, and primary and secondary sources to explain historical events. **8.3.6.C.5.** Physical and human geography **8.4.6.C.1**.Belief systems and religions **8.4.6.C.5**.Physical and human geography **CC.8.6**.Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. **CC.8.5**.Students read, understand, and respond to informational text - with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.

LESSON 37: Tech Workers and Time Zones: India's Comparative Advantage (Week 32)				
Lesson 37 Overview	Investigate factors that give India a comparative advantage and discover factors that cause foreign companies to invest in the United States			
Academic Vocabulary	comparative advantage, information technology (IT), outsource, time zone			
Essential Question	**Learning Objectives**	**Activities & Strategies**	**Forms of Assessment**	**Standards**
Lesson 37 - What factors give some countries a comparative advantage in the global IT revolution?	Students will be able to… ● examine the factors that give India a comparative advantage in the global IT revolution. ● investigate the impact of the global IT revolution and outsourcing on Bengaluru, India. ● discover factors that cause foreign companies to invest in the United States and the effects of such an investment.	1. Preview Activity: ○ Use Interactive Student Notebook (ISN) pages 323-324 and Classroom Slideshow Slides 2-5 to review data about IT workers and jobs around the world and use this data to mark and analyze maps. ○ Introduce the goal of understanding why certain countries, especially India, have a comparative advantage in the global IT industry with Classroom Slideshow Slides 6-8 and by reading Section 1: Introduction. ○ Introduce vocabulary (Options include ISN page 325, Classroom Slideshow Slides 10-11, textbook). 2. Class Activity: Writing for Understanding: ○ Students will work with a partner to conduct research in order to identify the factors that give India a competitive advantage in securing IT jobs. ■ Read Section 2 and complete Step 1 in Reading Notes. ■ Complete "internet search" about first worker (Meena Kumar) and	**Options Include**: ● Embedded Questions ● Lesson Review Game: Matrix of Knowledge ● Vocabulary Game: Adventures in the Sky ● Class Discussion ● TCI Unit 7, Lesson 37 Assessment ● Processing Section (Enrichment)	**7.1.6.A**.Describe how common geographic tools are used to organize and interpret information about people, places, and environment. **7.1.6.B**.Describe and locate places and regions as defined by physical and human features. **7.2.6.A**.Describe the characteristics of places and regions. **8.1.6.B.** Differentiate between fact and opinion, multiple points of view, and primary and secondary sources to explain historical events. **8.3.6.D.5.** Economic stability **8.4.6.C.2** Commerce

		complete Step 2 in Reading Notes. ■ Listen to the audio clips of Meena and complete Step 3 in Reading Notes. ■ Have students complete the same steps for the other two IT workers. ■ Debrief activity. [detailed in Procedures Tab: Classroom Activity Procedures (digital)/pages 555-556 (teacher's manual)]. ○ Complete the Processing Activity to detail the effects of the IT revolution on India. (ISN page 329, Classroom Slideshow Slide 31).		and industry **8.4.6.C.5**.Physical and human geography **CC.8.6**.Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. **CC.8.5**.Students read, understand, and respond to informational text - with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.

LESSON 38: China: Dealing with Demographic Challenges (Week 33)				
Lesson 38 Overview	Examine challenges of a large and changing population and steps China is taking to meet those challenges			
Academic Vocabulary	doubling time, famine, rate of natural increase, zero population growth			
Essential Question	**Learning Objectives**	**Activities & Strategies**	**Forms of Assessment**	**Standards**
Lesson 38 - How does a country deal with changes in its population and economy?	Students will be able to… ● Examine the challenges created by a large and changing population. ● Analyze the steps taken by China to meet the challenges of its changing population. ● Investigate ways in which rapidly growing countries around the world might address the challenges created by their expanding populations.	1. Preview Activity: ○ Use Interactive Student Notebook (ISN) pages 331 and Classroom Slideshow Slides 2-5 to introduce the concepts of world population, relative populations, and challenges of a large population. ○ Introduce the goal of recognizing the challenges China's large population presents and how they've dealt with these challenges using Classroom Slideshow Slides 6-9 and by reading Section 1: Introduction. ○ Introduce vocabulary (Options include ISN page 332, Classroom Slideshow Slides 11-12, textbook). 2. Class Activity: Response Group Activity ○ Students will work in small groups to complete the activities. ■ Read Section 2 and complete the Reading Notes. ■ Mark the group's position on the policy on the provided continuum. ■ Repeat process with Sections 3 & 4. ■ Discuss these issues and positions as a whole class using the Classroom Slideshow.	**Options Include**: ● Embedded Questions ● Lesson Review Game: Charting the Course ● Vocabulary Game: Community Clean Up ● Class Discussion ● TCI Unit 7, Lesson 38 Assessment ● Processing Section	**7.1.6.A**.Describe how common geographic tools are used to organize and interpret information about people, places, and environment. **7.1.6.B**.Describe and locate places and regions as defined by physical and human features. **7.2.6.A**.Describe the characteristics of places and regions. **7.3.6.A.1** Population **7.4.6.B**. Describe and explain the effects of people on the physical systems within regions. **8.1.6.B.** Differentiate between fact and opinion, multiple points of view, and primary and secondary sources to explain historical events. **8.4.6.C.5**.Physical and human geography **CC.8.6**.Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate

		■ Debrief activity. [detailed in Procedures Tab: Classroom Activity Procedures (digital)/pages 555-556 (teacher's manual)]. ○ Complete the Processing Activity to apply skills gained in the lesson on other countries with large populations. (ISN page 336-337, Classroom Slideshow Slide 26).		content. **CC.8.5**.Students read, understand, and respond to informational text - with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.

LESSON 40: The Global Sneaker: From Asia to Everywhere (Week 34)				
Lesson 40 Overview	Examine the components and effects of the globalization of manufacturing			
Academic Vocabulary	economic interdependence, free trade, globalization, multinational corporation			
Essential Question	**Learning Objectives**	**Activities & Strategies**	**Forms of Assessment**	**Standards**
Lesson 40 - What is globalization, and how does it affect people and places?	Students will be able to… ● Identify the components and steps of manufacturing a global product. ● Explain the impact of globalization on people and places. ● Analyze the global efforts needed to design, manufacture, and distribute a particular product.	1. Preview Activity: ○ Use Interactive Student Notebook (ISN) pages 345 and Classroom Slideshow Slides 2-4 to bring to students' attention the countries in which many of the items we use are made. ○ Introduce the goal of understanding globalization and its effects on different parts of the world using Classroom Slideshow Slides 5-7 and by reading Section 1: Introduction. ○ Introduce vocabulary (Options include ISN page 346, Classroom Slideshow Slides 9-10, textbook). 2. Class Activity: Visual Discovery Activity ○ Students will work in pairs to complete the activities. ■ Read Section 2 and complete the Reading Notes. Review as a class. ■ Read Section 3 and complete the Reading Notes. Review as a class. ■ Use Slide 18 to discuss the shoe assembly line. ■ Read Section 4 and complete the Reading Notes. Review as a class. ■ Put students into groups of four and	**Options Include**: ● Embedded Questions ● Lesson Review Game: Charting the Course ● Vocabulary Game: Museum of Parts ● Class Discussion ● TCI Unit 7, Lesson 40 Assessment ● Processing Section	**6.3.6.D.** Explain the benefits of international trade. **6.4.6.B.** Explain how trade affects standards of living. **6.4.6.C.** Explain how multinational corporations contribute to economic interdependence. **6.4.6.D.** Explain how transportation, communication networks, and technology contribute to economic interdependence. **7.1.6.A**.Describe how common geographic tools are used to organize and interpret information about people, places, and environment. **7.1.6.B**.Describe and locate places and regions as defined by physical and human features. **8.1.6.A.** Explain continuity and change over time using sequential order and context of events. **8.1.6.B.** Differentiate between fact and opinion, multiple points of view, and primary and secondary

		give each group the handout of one of the journalist's notes. Have them work together to prepare the answers to the questions. ■ Have students participate in a mock journalist panel in which journalists are interviewed about their research. ■ Use slide 23 to discuss the shipping and transporting of goods. ■ Read Section 5 and complete the Reading Notes. ■ Debrief activity. [detailed in Procedures Tab: Classroom Activity Procedures (digital)/pages 591-592 (teacher's manual)]. ○ Complete the Processing Activity to create a choropleth map showing where items they own were manufactured. (ISN page 349-350, Classroom Slideshow Slide 27).		sources to explain historical events. **8.4.6.C.2** Commerce and industry **8.4.6.C.5**.Physical and human geography **CC.8.6**.Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. **CC.8.5**.Students read, understand, and respond to informational text - with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.

UNIT 8 - Oceania and Antarctica				
Unit 8 Overview: Study and map the physical and human geography of Oceania and Antarctica				
Mandatory Textbook: Geography Alive! Regions and People				
LESSON 41: The Physical and Human Geography of Oceania and Antarctica (Weeks 35 & 36)				
Lesson 41 Overview	Identify, describe, and analyze the region's physical and human geography using maps and charts.			
Academic Vocabulary	shrubland, trade winds			
Essential Question	**Learning Objectives**	**Activities & Strategies**	**Forms of Assessment**	**Standards**
Lesson 41 - How can we describe the physical and human geography of Oceania and Antarctica?	Students will be able to… ● label physical and political maps of the region. ● use latitude and longitude to identify locations on a map. ● identify and describe characteristics of the region's physical and human geography by using maps and charts. ● practice layering geographic information, similar to geographic informations	1. Preview Activity: ○ Use Interactive Student Notebook (ISN) pages 355-356 and Classroom Slideshow Slides 2-5 to: (1) create a map of Oceania and Antarctica as the student believes them to be, (2) add features to the map, and (3) discuss researchers working in Antarctica. Students will develop questions related to these topics. ○ Introduce the goal of describing the human and physical geography of Oceania and Antarctica with Classroom Slideshow Slides 6 and 7 and by reading Section 1: Introduction. ○ Introduce vocabulary (Options include ISN page 357, Classroom Slideshow Slides 9 and 10, textbook). 2. Class Activity: ○ Read Section 2: Continent or Island?	**Options Include**: ● Embedded Questions ● Lesson Review Universal Knowledge ● Vocabulary Game: Adventures in the Sky ● Class Discussion ● TCI Unit 8, Lesson 41 Assessment ● Processing Section (Enrichment)	**6.2.6.A.** Describe the interaction of consumers and producers of goods and services in the state and national economy. **7.1.6.A**.Describe how common geographic tools are used to organize and interpret information about people, places, and environment. **7.1.6.B**.Describe and locate places and regions as defined by physical and human features. **7.2.6.A**.Describe the characteristics of places and regions. **7.2.6.B.** Describe the physical processes that shape patterns on Earth's surface. **7.3.6.A.4**. Economic activities **7.3.6.A.5**. Political activities

	systems (GIS). ● compare and analyze information presented on different types of maps of the same region.	○ Complete Mapping Challenge 1, Part A, locating the physical features of Oceania and Antarctica (ISN p. 358, Classroom Slideshow Slides 12-14) ○ Complete Mapping Challenge 1, Part B, locating countries of Oceania and Antarctica (ISN p. 359, Classroom Slideshow Slides 15-16). ○ Review Mapping Challenges by playing Find It! as a class (Classroom Slideshow Slides 17-19). ○ Read and discuss Sections 3-7 (Options include Reading, Classroom Activity Slideshow, Video Activity). ○ Complete the Reading Notes (ISN p. 360). ○ Complete Mapping Challenge 2, using the thematic maps of Oceania and Antarctica. (ISN p. 361-363, Classroom Slideshow Slides 26-28). ○ Play Picture It! (Classroom Slideshow Slides 29-31). ○ Complete Mapping Challenge 3, thematic maps of specific Oceania and Antarctica regions. (ISN p. 363-365, Classroom Slideshow Slides 33-34). ○ Play Where Are You? (Classroom Slideshow Slides 35-38).		**7.4.6.B** .Describe and explain the effects of people on the physical systems within regions. **8.1.6.B.** Differentiate between fact and opinion, multiple points of view, and primary and secondary sources to explain historical events. **8.4.6.C.5**.Physical and human geography **CC.8.6**.Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. **CC.8.5**.Students read, understand, and respond to informational text - with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.