

**Hastings Area Public Schools - ISD 200**  
**School Board Meeting Agenda**

Wednesday, March 11, 2026  
Work Session  
Middle School Media Center

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**I. Items for Discussion**

- a. Principal Report - Kennedy, McAuliffe, and Pinecrest Elementary
- b. Principal Report - Hastings Middle School
- c. Principal Report - Hastings High School
- d. Curriculum Proposals
  - 8th Grade World Geography
  - HHS History of Sport
- e. Human Resources 101: Staffing Process
- f. 2026-2027 Budget Assumptions
- g. Policies for Review
  - 503 Student Attendance
  - 515 Protection and Privacy of Pupil Records
  - 615 Testing, Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plan, and EL Students
  - 701 Establishment, Adoption, and Modification of School District Budget
- h. MSBA OnBoardU Discussion



**Hastings  
Public Schools**

# Hastings Elementary Schools

## Student Engagement Update

**March 11, 2026**

Prepared by:

Kyle Latch, Kennedy Elementary Principal  
Matt Esterby, McAuliffe Elementary Principal  
Paul Bakker, Pinecrest Elementary Principal

*Students are the heart*  *of all we do*

# Academics



## Fastbridge (K-4) Winter % at or Above

		Math		Reading				Math		Reading	
		24-25	25-26	24-25	25-26			24-25	25-26	24-25	25-26
K	Kennedy	77%	68%	64%	66%	3	Kennedy	67%	71%	58%	67%
	McAuliffe	*57%	78%	65%	82%		McAuliffe	75%	70%	64%	71%
	Pinecrest	*83%	82%	81%	89%		Pinecrest	82%	80%	71%	76%
1	Kennedy	80%	80%	63%	54%	4	Kennedy	63%	60%	49%	53%
	McAuliffe	*48%	73%	55%	63%		McAuliffe	73%	77%	57%	58%
	Pinecrest	*63%	85%	53%	72%		Pinecrest	60%	73%	61%	64%
2	Kennedy	67%	76%	61%	70%	*aMath was used as the assessment tool in 2024-25 (earlyMath is our current assessment)					
	McAuliffe	68%	68%	60%	66%						
	Pinecrest	78%	70%	63%	55%						

## Reading Intervention (Title 1 & ADSIS)

- # of Students Served
  - Kennedy - 102
  - McAuliffe - 98
  - Pinecrest - 51
  
- # of Students Exited
  - Kennedy - 34
  - McAuliffe - 23
  - Pinecrest - 10



# Safe & Supportive Schools Data Report (Elementary)

	Dec-Feb 2025	Dec-Feb 2026
Behavior Referrals	200	145
# of Students Receiving Referrals	101	97
# of Students with 3+ Referrals	21	14
# of Out of School Suspensions	*	*
# of In School Suspensions	*	*
# of Dismissals	21	7
Cell Phone Offenses	*	0
1st Offense	*	0
2nd Offense	*	0
3rd Offense	*	0
Total	*	0
Success Plans	*	0
# of Students with Cell Phone Referral	*	0

	Dec-Feb 2025	Dec-Feb 2026
Attendance Rates	93.2%	93.2%
Total Attendance Referrals	*	1
# of Students with Attendance Referral	*	1
Chemical Use Referrals	*	0
# of Students with Chemical Use Referrals	*	0
Physical Altercations	80	74
# of Students Involved in Physical Altercations	58	117

\*more than 1 but less than 5



# Kennedy Elementary Student Experiences

  
SAFE,  
SUPPORTIVE AND  
ENGAGING  
ENVIRONMENTS

Sledding



STEM Olympics

Mystery Readers



Kindergarten Science - Pinballs



# McAuliffe Elementary Student Experiences

  
SAFE,  
SUPPORTIVE AND  
ENGAGING  
ENVIRONMENTS

## Student Learning

Playing 5 In A Row

Targeted support

Dwellings - Reading & Science



## English Language Arts

Socratic Seminar - discussing

Kennedy's decision to go to the

moon





# Pinecrest Elementary Student Experiences

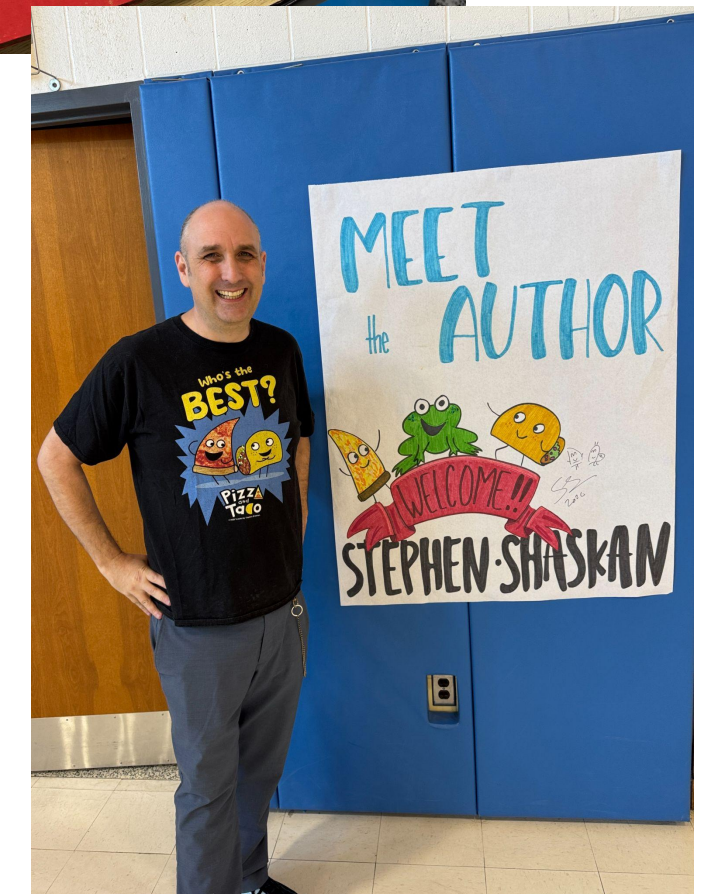


Social Studies - 2nd graders made three-dimensional maps of the US

Literacy - “Book Tasting” to build interest as we start new modules

Author Visit - Stephen Shaskan

STEAM Night - March 4th





# Questions?





**Hastings  
Public Schools**

# **Hastings Elementary Schools**

## **Student Engagement Update**

### **December 10, 2025**

Prepared by:

Kyle Latch, Kennedy Elementary Principal  
Matt Esterby, McAuliffe Elementary Principal  
Paul Bakker, Pinecrest Elementary Principal

*Students are the heart*  *of all we do*

# Academics



## Fastbridge (K-4) Fall % at or Above

		Math		Reading				Math		Reading	
		24-25	25-26	24-25	25-26			24-25	25-26	24-25	25-26
K	Kennedy	n/a	n/a	n/a	59%	3	Kennedy	65%	78%	57%	61%
	McAuliffe	n/a	n/a	n/a	75%		McAuliffe	60%	68%	56%	67%
	Pinecrest	n/a	n/a	n/a	67%		Pinecrest	69%	75%	66%	73%
1	Kennedy	n/a	74%	57%	52%	4	Kennedy	76%	65%	63%	63%
	McAuliffe	n/a	74%	47%	63%		McAuliffe	77%	75%	69%	66%
	Pinecrest	n/a	87%	73%	82%		Pinecrest	74%	72%	62%	72%
2	Kennedy	78%	63%	59%	66%						
	McAuliffe	54%	61%	58%	58%						
	Pinecrest	62%	61%	39%	53%						

## Reading Intervention (Title 1 & ADSIS)

- # of Students Served
  - Kennedy - 57
  - McAuliffe - 70
  - Pinecrest - 35
  
- # of Students Exited
  - Kennedy - n/a
  - McAuliffe - n/a
  - Pinecrest - n/a

# Academics - Data Days



## Percent of students showing success with intervention services (Number of Students Receiving a Literacy Intervention)

### Kennedy

K - 90% (40)  
1st - 58% (29)  
2nd - 80% (36)  
3rd - 87% (38)  
4th - 83% (42)

### McAuliffe

K - 88% (16)  
1st - 68% (28)  
2nd - 85% (39)  
3rd - 93% (28)  
4th - 100% (37)

### Pinecrest

K - 90% (21)  
1st - 40% (10)  
2nd - 91% (34)  
3rd - 88% (16)  
4th - 81% (21)



# Safe & Supportive Schools Data Report (Elementary)

	Sept-Nov 2024	Sept-Nov 2025
Behavior Referrals	326	242
# of Students Receiving Referrals	156	105
# of Students with 3+ Referrals	24	26
# of Out of School Suspensions	0	*
# of In School Suspensions	0	*
# of Dismissals	12	11
<b>Cell Phone Offenses</b>		
1st Offense	*	0
2nd Offense	*	0
3rd Offense	*	0
Total	*	0
Success Plans	*	0
# of Students with Cell Phone Referral	*	0

	Sept-Nov 2024	Sept-Nov 2025
Attendance Rates	95.7%	95.7%
Total Attendance Referrals	*	*
# of Students with Attendance Referral	*	*
<b>Chemical Use Referrals</b>		
Chemical Use Referrals	0	0
# of Students with Chemical Use Referrals	0	0
<b>Physical Altercations</b>		
Physical Altercations	96	94
# of Students Involved in Physical Altercations	107	135

\*more than 1 but less than 5



# Kennedy Elementary Student Experiences



1st Grade Zoo  
Field Trip



Veterans Day



Turkey Bingo





# McAuliffe Elementary Student Experiences

  
SAFE,  
SUPPORTIVE AND  
ENGAGING  
ENVIRONMENTS

Carpenter Nature Center  
Kindergarten  
1st Grade



Specialists  
STEM  
Music





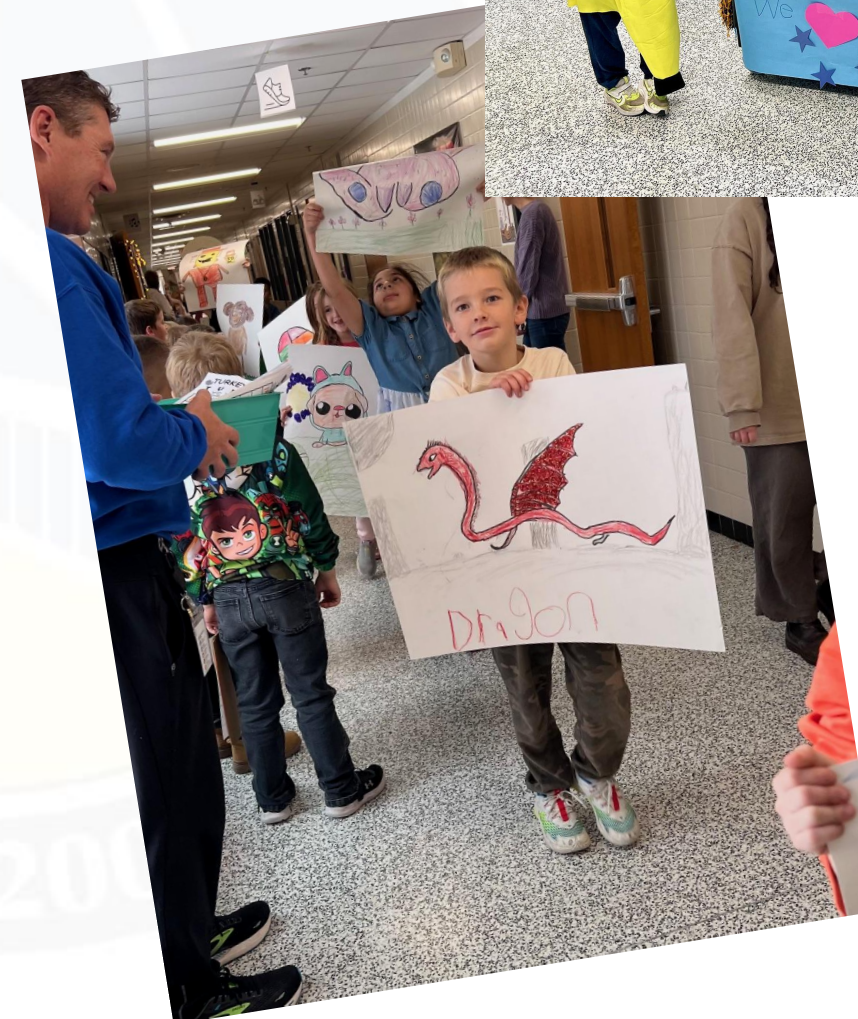
# Pinecrest Elementary Student Experiences

  
SAFE,  
SUPPORTIVE AND  
ENGAGING  
ENVIRONMENTS

Celebrated World Kindness Day -  
November 13

4th Grade visited Carpenter Nature  
Center/1st Grade visited Stage's  
Theater

“Balloon Float” parade/Turkey Bingo





# Questions?

**2025-2027 STRATEGIC PLAN**  
Board Approved: 06/25/25

**VISION:** What We Intend to Create

Hastings Public Schools is a safe, welcoming, student-centered home for families. We are focused on academics, growth, engagement, and excellence to develop lifelong learners who are college and career-ready.

**MISSION**  
Our Core Purpose  
**We Care**  
**We Empower**  
**We Achieve**  
*Students are the heart of all we do*

**Our Core Values: Drivers of Words & Actions**

Compassion and Respect	Innovation	Voice and Choice	Partnership	Equity
We treat one another with kindness, dignity, and empathy in all interactions.	We continuously seek improvement and creative solutions to embrace challenges, opportunities, and evolving needs.	We empower individuals to express their experiences as they discover, develop, and pursue their passions.	We collaborate with students, families, businesses, and the community to support learning and strengthen our shared impact.	We provide each and every student and staff member with the resources and supports they need to achieve their personal best.

**Core Pillars & Strategic Anchors**

ACADEMIC EXCELLENCE	EQUITY AND BELONGING	SAFE, SUPPORTIVE AND ENGAGING ENVIRONMENTS	STAFF EMPOWERMENT AND RETENTION	EFFECTIVE AND RESPONSIVE OPERATIONS
<ul style="list-style-type: none"> <li>Deliver rigorous, engaging, and evidence-based instruction that supports and challenges each and every student to thrive and succeed.</li> <li>Provide targeted support for academic growth for all students.</li> <li>Build and foster community partnerships for student experiences.</li> <li>Build and sustain robust secondary pathways.</li> </ul>	<ul style="list-style-type: none"> <li>Empower each and every student and staff member to experience success.</li> <li>Ensure each and every student and staff member feels seen, valued and supported.</li> <li>Establish authentic partnerships with families and community members through clear communication, shared responsibility, and mutual respect.</li> <li>Provide instruction that respects and reflects diverse student experiences and backgrounds.</li> </ul>	<ul style="list-style-type: none"> <li>Create a culture of emotional and physical safety where students can learn through high engagement, supported by clear expectations, social-emotional resources, and strong relationships.</li> <li>Promote responsibility and accountability for all.</li> </ul>	<ul style="list-style-type: none"> <li>Value, support and invest in a talented and skilled workforce through collaboration, professional development and growth to empower staff to create an environment that cultivates excellence for all.</li> <li>Foster a culture that honors teacher and staff expertise and leadership.</li> <li>Provide Competitive Compensation &amp; Benefits Aligned to Area Standards.</li> </ul>	<ul style="list-style-type: none"> <li>Ensure resources are allocated in alignment with strategic plan priorities.</li> <li>Maintain strong leadership and transparent student-centered decision making that supports district-wide success.</li> <li>Establish transparent and timely communication systems that foster meaningful engagement with families and the broader community.</li> </ul>

**DESTINATION DISTRICT**



**Hastings  
Public Schools**

# Hastings Elementary Schools

## Student Engagement Update

### October 8, 2025

Prepared by:

Kyle Latch, Kennedy Elementary Principal  
Matt Esterby, McAuliffe Elementary Principal  
Paul Bakker, Pinecrest Elementary Principal

*Students are the heart*  *of all we do*

# Academics



## Fastbridge (K-4) Fall % at or Above

		Math		Reading				Math		Reading	
		24-25	25-26	24-25	25-26			24-25	25-26	24-25	25-26
K	Kennedy	n/a	n/a	n/a	59%	3	Kennedy	65%	78%	57%	61%
	McAuliffe	n/a	n/a	n/a	75%		McAuliffe	60%	68%	56%	67%
	Pinecrest	n/a	n/a	n/a	67%		Pinecrest	69%	75%	66%	73%
1	Kennedy	n/a	74%	57%	52%	4	Kennedy	76%	65%	63%	63%
	McAuliffe	n/a	74%	47%	63%		McAuliffe	77%	75%	69%	66%
	Pinecrest	n/a	87%	73%	82%		Pinecrest	74%	72%	62%	72%
2	Kennedy	78%	63%	59%	66%						
	McAuliffe	54%	61%	58%	58%						
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### Reading Intervention

- # of Students Served
  - Kennedy - 57
  - McAuliffe - 70
  - Pinecrest - 35
  
- # of Students Exited
  - Kennedy - n/a
  - McAuliffe - n/a
  - Pinecrest - n/a

# Safe & Supportive Schools Data Report



	Sept 2024	Sept 2025
Behavior Referrals	69	103
# of Students Receiving Referrals	43	40
# of Students with 3+ Referrals	*	15
# of Out of School Suspensions	0	0
# of In School Suspensions	0	0
# of Dismissals	*	*
<b>Cell Phone Offenses</b>		
1st Offense	0	0
2nd Offense	0	0
3rd Offense	0	0
Total	0	0
Success Plans	0	0
# of Students with Cell Phone Referral	0	0

	Sept 2024	Sept 2025
Attendance Rates	n/a	96.6 %
Total Attendance Referrals	*	*
# of Students with Attendance Referral	*	*
<b>Chemical Use Referrals</b>		
Chemical Use Referrals	0	0
# of Students with Chemical Use Referrals	0	0
<b>Physical Altercations</b>		
Physical Altercations	20	17
# of Students Involved in Physical Altercations	27	23

\*more than 1 but less than 5



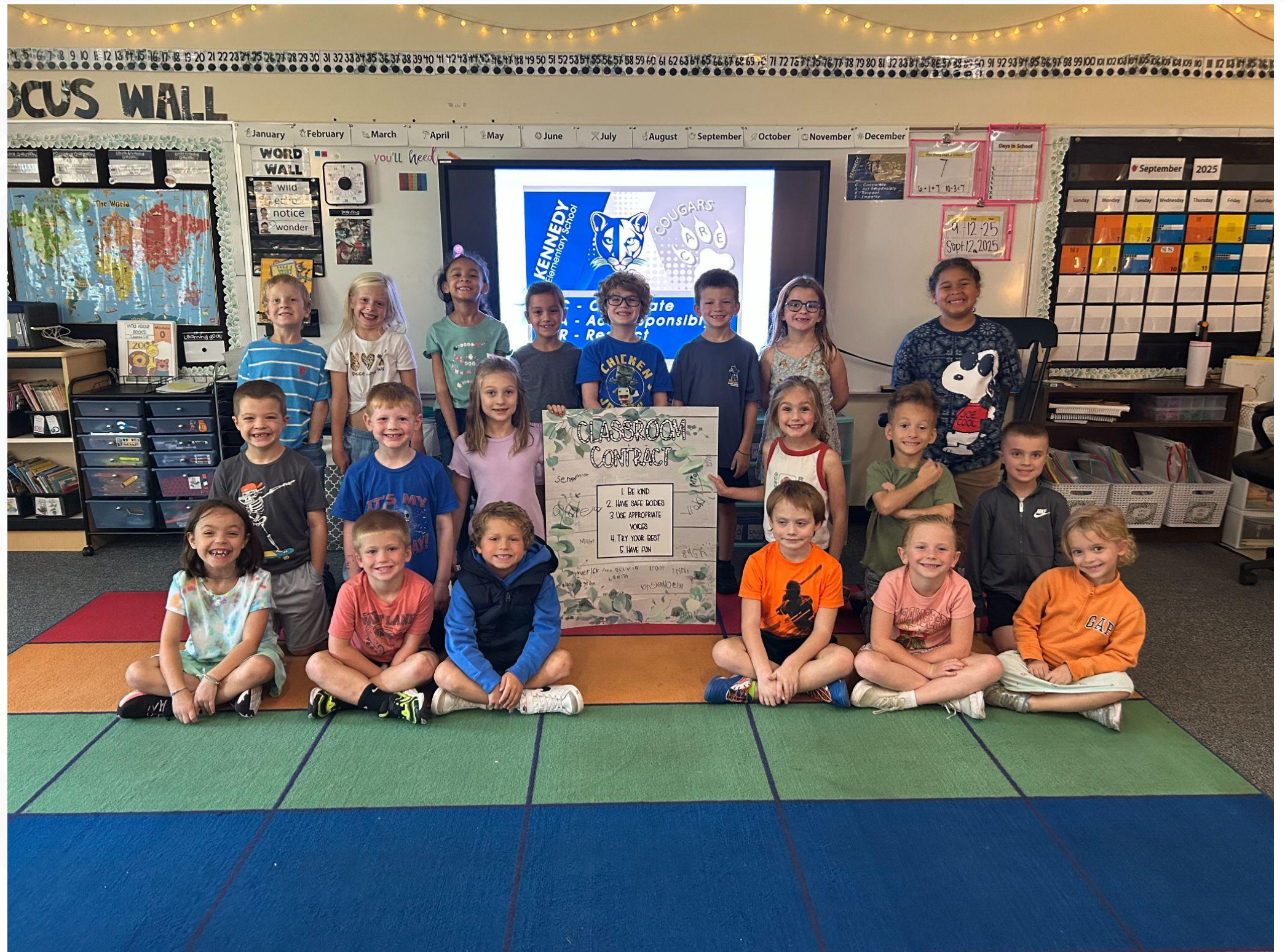
# Kennedy Elementary Student Experiences



Classroom Connections

Bus Safety

Fall Fun Run





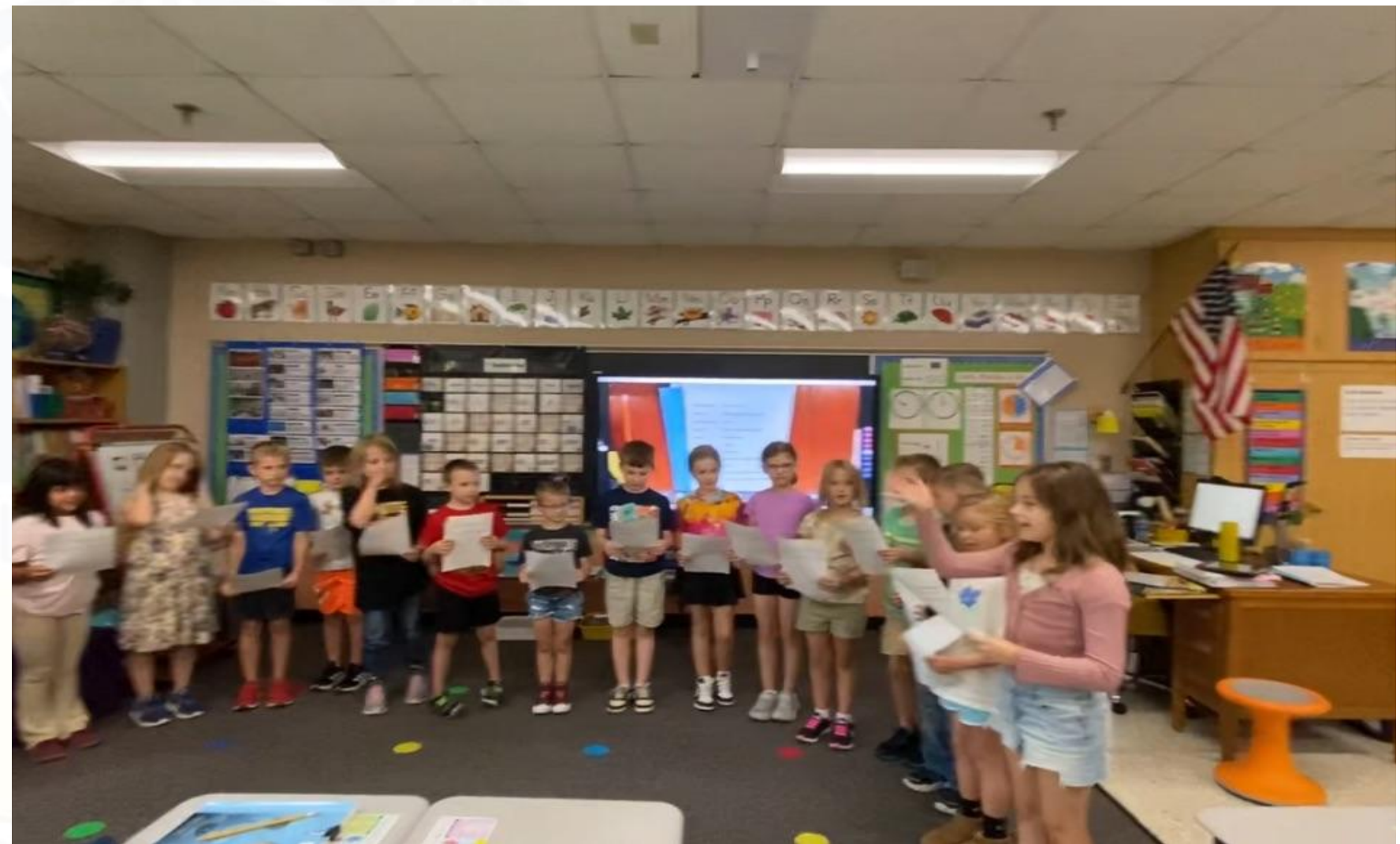
# McAuliffe Elementary Student Experiences



Climb Theatre

Fire Department Visit

Reader's Theatre





# Pinecrest Elementary Student Experiences

  
SAFE,  
SUPPORTIVE AND  
ENGAGING  
ENVIRONMENTS

Read-a-thon

Local author visit - Zora Zee

Fire Department Visit





# Questions?

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**DESTINATION DISTRICT**



**Hastings  
Public Schools**

# **Hastings Middle School**

## **Student**

## **Engagement Update**

**March 11, 2026**

Prepared by:  
Ryan Wynn, Principal

*Students are the heart*



*of all we do*

# Student Scheduling/Programming

- Total Middle School Enrollment -  
1,178 students



# Academics



## Fastbridge (5-8) Winter % at or Above

	aMath		aReading	
	24-25	25-26	24-25	25-26
5	70%	68%	52%	61%
6	68%	72%	61%	66%
7	65%	65%	57%	64%
8	56%	62%	51%	58%

### Reading Intervention

- # of Students Served - 36
- % of Students making typical or aggressive growth: 68.76%

### Math Intervention

- # of Students Served - 21
- % of Students making typical or aggressive growth: 55%

# Safe & Supportive Schools Data Report



	Dec-Feb 2025	Dec-Feb 2026
Behavior Referrals	858	938
# of Students Receiving Referrals	289	291
# of Students with 3+ Referrals	106	106
# of Out of School Suspensions	20	36
# of In School Suspensions	51	52
# of Dismissals	47	38
<b>Cell Phone Offenses</b>		
1st Offense	66	56
2nd Offense	11	11
3rd Offense	1	1
Total	78	68
Success Plans	1	1
# of Students with Cell Phone Referral	66	56

	Dec-Feb 2025	Dec-Feb 2026
Attendance Rates	92.20%	92.20%
Total Attendance Referrals	29	12
# of Students with Attendance Referral	29	12
<b>Chemical Use Referrals</b>		
Chemical Use Referrals	*	0
# of Students with Chemical Use Referrals	*	0
<b>Physical Altercations</b>		
Physical Altercations	132	144
# of Students Involved in Physical Altercations	94	97

\*more than 1 but less than 5



# Arts



## # Enrolled

- **Band: 238**
  - **Jazz Band 23**
- **Choir: 497**
  - **Spiral Singers 26**
- **Orchestra: 187**



# Athletics

## # Enrolled in Winter Sports:

- **Wrestling 64**
- **Girls Basketball (6th-8th) 22**
- **Boys Basketball (7th-8th) 38**
- **Boys and Girls Swim and Dive (5th-8th) 29 - Open until 3/6**



# Clubs

**# Enrolled: 342**

**● Clubs Offered:**

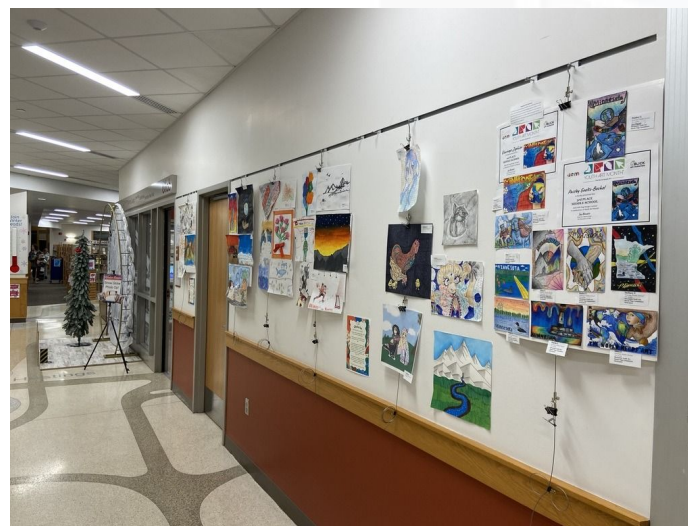
- Fellowship of Christian Athletes (FCA)-35
- Chess Club - 14
- Art Club - 41
- Outdoor Club - 104
- Youth in Government (8th grade) - 8
- Student Council - 41
- Future Teachers Club - 14
- Writing Club - 27
- Guitar Club - 6
- Knowledge Bowl - 25
- Native Club - 27



# Student Experiences

## ● Belonging & Leadership

- 7th Grade Courage Retreat focused on connection and vulnerability
- WEB mentoring continued supporting 5th graders



## ● Enrichment Beyond the Classroom

- Hastings Reads author visit (8th grade experience)
- Winter Art Show at Hastings Public Library
- Unified PE holiday event building inclusion





# Questions?





**Hastings  
Public Schools**

# Hastings Middle School

## Student

## Engagement Update

# December 10, 2025

Prepared by:  
Ryan Wynn, Principal

*Students are the heart*



*of all we do*

# Student Scheduling/Programming

- Total Middle School Enrollment -  
1,178 students



# Academics



## Fastbridge (5-8) Fall % at or Above

	Math		Reading	
	24-25	25-26	24-25	25-26
5	69%	68%	66%	58%
6	72%	76%	67%	64%
7	73%	70%	66%	64%
8	72%	65%	60%	61%

### Reading Intervention

- # of Students Served - 36
- # of Student Exit - not applicable at this time

### Math Intervention

- # of Students Served - 21
- # of Student Exit - not applicable at this time; 2 have reduced intervention due to progress

# Safe & Supportive Schools Data Report



	Sept-Nov 2024	Sept-Nov 2025
Behavior Referrals	861	1005
# of Students Receiving Referrals	273	286
# of Students with 3+ Referrals	56	107
# of Out of School Suspensions	55	20
# of In School Suspensions	28	31
# of Dismissals	12	18
<b>Cell Phone Offenses</b>		
1st Offense	54	81
2nd Offense	24	21
3rd Offense	7	6
Total	85	108
Success Plans	7	6
# of Students with Cell Phone Referral	54	81

	Sept-Nov 2024	Sept-Nov 2025
Attendance Rates	94.82%	98.26%
Total Attendance Referrals	25	8
# of Students with Attendance Referral	23	8
<b>Chemical Use Referrals</b>		
Chemical Use Referrals	10	*
# of Students with Chemical Use Referrals	10	**
<b>Physical Altercations</b>		
Physical Altercations	74	184
# of Students Involved in Physical Altercations	56	148

\*more than 1 but less than 5



# Arts

## # Enrolled

- **Band: 247**
- **Choir: 504**
- **Orchestra: 190**





# Athletics

## # Enrolled in Winter Sports:

- **Wrestling 64**
- **Girls Basketball (6th-8th) 22**
- **Boys Basketball (7th and 8th)  
starts January 5 - 13  
registered so far**



# Clubs

**# Enrolled: 287**

**● Clubs Offered:**

- Fellowship of Christian Athletes (FCA)-35
- Chess Club - 13
- Art Club - 41
- Outdoor Club - 104
- Youth in Government (8th grade) - 8
- Student Council - 41
- Future Teachers Club - 12
- Writing Club - 27
- Guitar Club - 6



# Student Experiences

- **Fall Musical – *Annie Jr.*** – strong student participation and inclusive casting
- **Eagle Bluff (8th Grade)** – 8th graders completed the Eagle Bluff trip. Students tackled outdoor challenges and team-building activities that noticeably grew leadership skills and peer connections.
- **Coffee with the Counselors** – family drop-in focused on transitions; gathered a quick parent pulse on top concerns and will follow up with an FAQ and counselor resource sheet.





# Questions?





**Hastings  
Public Schools**

# **Hastings Middle School**

## **Student Engagement Update**

### **October 8, 2025**

Prepared by:  
Ryan Wynn, Principal

*Students are the heart*  *of all we do*

# Student Scheduling/Programming

- Total Middle School Enrollment -  
1,180 students



# Academics



## Fastbridge (5-8) Fall % at or Above

	Math		Reading	
	24-25	25-26	24-25	25-26
5	69%	67%	66%	58%
6	72%	76%	67%	63%
7	73%	71%	66%	64%
8	72%	64%	60%	61%

### Reading Intervention

- # of Students Served - 35
  - More added next week  
post-Fastbridge score review
- # of Student Exit - not applicable at this time

### Math Intervention

- # of Students Served - 13
  - More added next week  
post-Fastbridge score review
- # of Student Exit - not applicable at this time

# Safe & Supportive Schools Data Report



	Sept 2024	Sept 2025
Behavior Referrals	209	223
# of Students Receiving Referrals	114	125
# of Students with 3+ Referrals	21	25
# of Out of School Suspensions	7	5
# of In School Suspensions	*	5
# of Dismissals	*	6
<b>Cell Phone Offenses</b>		
1st Offense	27	14
2nd Offense	11	10
3rd Offense	*	*
Total	41	0
Success Plans	*	0
# of Students with Cell Phone Referral	34	12

	Sept 2024	Sept 2025
Attendance Rates	96.04%	95.95%
Total Attendance Referrals	*	*
# of Students with Attendance Referral	*	*
<b>Chemical Use Referrals</b>		
Chemical Use Referrals	*	0
# of Students with Chemical Use Referrals	*	0
<b>Physical Altercations</b>		
Physical Altercations	26	46
# of Students Involved in Physical Altercations	21	39

\*more than 1 but less than 5



# Arts

## # Enrolled

- **Band: 254**
- **Choir: 515**
- **Orchestra: 191**





# Athletics

## # Enrolled in Fall Sports:

- **Cross Country: 41**
- **Girls Tennis: 39**
- **Volleyball: 81**
- **Boys Soccer: 41**
- **Girls Soccer: 25**





# Clubs

**# Enrolled: 154**

**● Clubs Offered:**

- *Fellowship of Christian Athletes (FCA)*
- Chess Club - 1st Informational Meeting
- Art Club (7th & 8th grade) - 30
- Outdoor Club - 104
- Youth in Government (8th grade) - 1st Informational Meeting
- Student Council - Students selected by end of the week
- Future Teachers Club - 12
- Writing Club - 8
- Guitar Club - 1st Informational Meeting

# Student Experiences

- Homecoming Week & Pep Fest built school spirit and Raider pride
- 75 seventh- and eighth-graders trained as WEB Leaders to mentor 5th graders, helping them feel welcomed and supported throughout the year.
- Launched Unified PE, fostering inclusion as general education students applied to lead alongside peers in special education.





# Questions?





**Hastings  
Public Schools**

# Hastings High School

## Student Engagement Update

**March 11, 2026**

Prepared by:  
Scott Doran, Principal

*Students are the heart*



*of all we do*

# Student Scheduling/Programming

- Total High School Enrollment - 1221
  - ALP Students - 52
  - HOA Students - 52 FT/ 74 PT (126)
  - Total - 1399 (minor duplication)

CIS Enrollments - 1091

AP Enrollments - 274

PSEO Enrollments - 10 FT/ 56 PT



# Safe & Supportive Schools Data Report (High School)

	Dec-Feb 2025	Dec-Feb 2026
Behavior Referrals (Incidents)	443	325
# of Students Involved in Referrals	279	258
# of Students Involved with 3+ Referrals	39	33
# of Out of School Suspensions	20	24
# of In School Suspensions	6	6
# of Dismissals	20	17
Cell Phone Offenses	209	165
1st Offense	136	112
2nd Offense	23	13
3rd Offense	9	9
Success Plans	NA	NA
# of Students with Cell Phone Referral	168	134

	Dec-Feb 2025	Dec-Feb 2026
Attendance Rates	91.94%	92.83%
Total Attendance Referrals	*	*
# of Students with Attendance Referral	*	*
Chemical Use Referrals	9	11
# of Students with Chemical Use Referrals	11	28
Physical Altercations	9	*
# of Students Involved in Physical Altercations	16	*

\*more than 1 but less than 5

# Pathways Update



- Coordination - Chris Moore
- Pathway Team
- Business Connections
- Certifications

# Student Experiences



Knowledge Bowl  
(7th/104)

Nashville



Bus Driver Appreciation



Carnival



# Student Experiences

  
SAFE,  
SUPPORTIVE AND  
ENGAGING  
ENVIRONMENTS



Avid Mock Interviews



Best Buddies

Winter Play



Polar Plunge



# Arts



## # Enrolled

- **Marching Band- 87**
- **Show Choir (3) - 124**
- **Fall Play- 21**
- **Jazz Ensemble- 8**
- **Winter Play - 16**





# Athletics

## # HHS Enrolled in Winter Sports:

- 13 Sports Offered
- 191 total boys (includes 22 HMS)
- 150 total girls (includes 32 HMS)
- 341 total participants (+24 vs last year)

## Percent of HHS Participants

- 287 HS athletes/1287 students = 22.3% (previous two year average = 20.5%)





# Questions?





**Hastings**  
**Public Schools**

# Hastings High School

## Student Engagement Update

**December 10, 2025**

Prepared by:  
Scott Doran, Principal

*Students are the heart*



*of all we do*

# Student Scheduling/Programming

- Total High School Enrollment - 1245
  - ALP Students - 49
  - HOA Students - 27 FT/ 43 PT
  - Total - 1364 (minor duplication)

CIS Enrollments - 856

AP Enrollments - 287

PSEO Enrollments - 9 FT/ 61 PT



# Safe & Supportive Schools Data Report (High School)

	Sept-Nov 2024	Sept-Nov 2025
Behavior Referrals (Incidents)	971	477
# of Students Involved in Referrals	441	123
# of Students Involved with 3+ Referrals	93	75
# of Out of School Suspensions	34	20
# of In School Suspensions	13	*
# of Dismissals	17	11
<b>Cell Phone Offenses</b>		
1st Offense	132	151
2nd Offense	127	35
3rd Offense	112	14
Total	371	200
Success Plans	*	*
# of Students with Cell Phone Referral	371	200

	Sept-Nov 2024	Sept-Nov 2025
Attendance Rates	94.03%	94.34%
Total Attendance Referrals	21	*
# of Students with Attendance Referral	18	*
<b>Chemical Use Referrals</b>		
Chemical Use Referrals	16	17
# of Students with Chemical Use Referrals	14	19
<b>Physical Altercations</b>		
Physical Altercations	12	6
# of Students Involved in Physical Altercations	9	12

\*more than 1 but less than 5

# Pathways Update



- [Website updates](#)
- Registration process
- Continuing work with our Future Workforce Alliance
- [CTE Lead program](#)
- [Certifications](#)

# Student Experiences



S.P.A.R.Q. Class at  
United Heroes Course

Advisory  
Olympics





# Arts



## # Enrolled

- **Marching Band- 87**
- **Show Choir (3) - 124**
- **Fall Play- 21**
- **Jazz Ensemble- 8**
- **Winter Play -  
Registration Opens  
mid-December (TBD)**



# Athletics

## # HHS Enrolled in Winter Sports:

- 13 Sports Offered
- 191 total boys (includes 22 HMS)
- 150 total girls (includes 32 HMS)
- 341 total participants (+24 vs last year)

## Percent of HHS Participants

- 287 HS athletes/1287 students = 22.3% (previous two year average = 20.5%)





# Questions?





**Hastings  
Public Schools**

# Hastings High School

## Student Engagement Update

**October 8, 2025**

Prepared by:  
Scott Doran, Principal

*Students are the heart*



*of all we do*

# Student Scheduling/Programming

- Total High School Enrollment - 1278
  - ALP Students - 49
  - HOA Students - 26 FT/ 38 PT

CIS Enrollments - 856

AP Enrollments - 287

PSEO Enrollments - 9 FT/ 61 PT



# Summer School/Credit Recovery



	# Participants	# Credits Recovered
Summer School	93	151
Credit Recovery	113	204

Fastbridge (9th Grade Only) Fall % at or Above				
	Math		Reading	
	24-25	25-26	24-25	25-26
9	57%	64%	52%	62%

# Safe & Supportive Schools Data Report



	Sept 2024	Sept 2025
Behavior Referrals (Incidents)	382	119
# of Students Involved in Referrals	227	157
# of Students Involved with 3+ Referrals	28	6
# of Out of School Suspensions	6	5
# of In School Suspensions	*	0
# of Dismissals	8	*
<b>Cell Phone Offenses</b>		
1st Offense	114	49
2nd Offense	69	9
3rd Offense	36	*
Total	360	73
Success Plans		
# of Students with Cell Phone Referral	114	60

	Sept 2024	Sept 2025
Attendance Rates	95.45%	95.44%
Total Attendance Referrals	7	*
# of Students with Attendance Referral	7	*
<b>Chemical Use Referrals</b>		
Chemical Use Referrals	7	*
# of Students with Chemical Use Referrals	6	*
<b>Physical Altercations</b>		
Physical Altercations	*	*
# of Students Involved in Physical Altercations	*	*

\*more than 1 but less than 5

# Pathways Update



## Recent Progress

- The Career Pathway Team met on Thursday, September 11
- Focus: Developing course progressions aligned with identified career pathways
- This foundational work will guide learning sequences that support students' long-term academic and career goals
- Upcoming connections with Taher and iDEAL Solar Energies for potential partnerships

# Pathways Update



## Next Steps

- **Next Meeting(s):** Thursday, **October 9** (then Oct. 23, Nov. 6)
- **Goals:**
  - Completion of sequencing
    - i. Identification of gaps in course offerings
  - Registration guide design

# Pathways Update



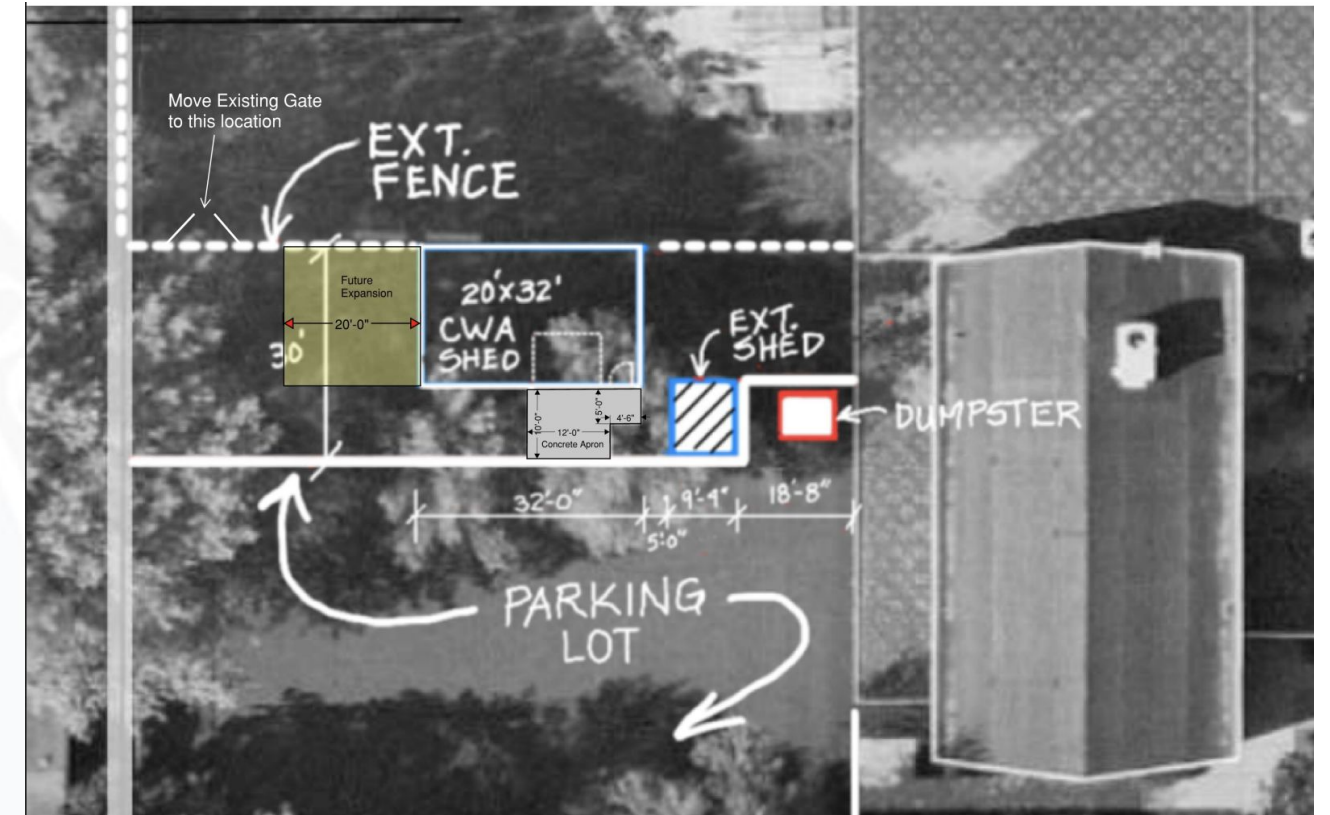
## Industry Partnerships

- Upcoming meetings with industry partners such as **Taher** and **iDEAL Solar**
  - Attendees: Superintendent, Director of Teaching & Learning, High School Principal
  - Purpose: Explore partnership opportunities that align with Career Pathway initiatives
- Continued focus on **strengthening partnerships** with:
  - **Allina/Regina, Future Workforce Alliance, Rotary**, and others

# Student Experiences



## Teens@Work





# Arts



## # Enrolled

- **Marching Band- 87**
- **Show Choir (3) - 124**
- **Fall Play- 21**
- **Jazz Ensemble- 8**





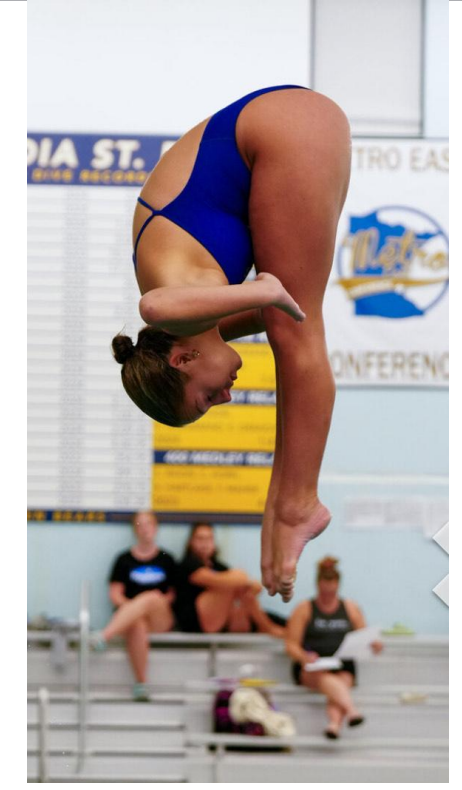
# Athletics

## # HHS Enrolled in Fall Sports:

- Cross Country (B/G) - 27
- Football - 100
- Soccer-Boys - 48
- Soccer-Girls - 49
- Swim & Dive - Girls - 20
- Tennis - Girls - 28
- Volleyball - 60

## Percent of HHS Participants

- $332/1287 = 25.8\%$





# HHS Clubs



- **Many clubs have not started or have only had one meeting**
- **# of participants will be available in the Spring**



# Questions?





**Hastings  
Public Schools**

# Curriculum Proposals

Prepared by Andrew Hodges

*Students are the heart*



*of all we do*

# Curriculum to be Considered

## 8th World Geography

Adoption of new curricular materials from Cengage/National Geographic: World Cultures and Geography Survey.

## HHS History of Sport

A new high school social studies course (10-12th grade) designed to be of high interest and engage students in the study of how sports impact society.

# 8th Grade World Studies



01

## Process

Teachers reviewed alongside other options, including TCI: Geography Alive, and SAVVAS myWorld Interactive World Geography.

Teachers engaged in deep standards learning and then applied that knowledge to analyzing curricular options to determine what would fit their needs.

02

## The Curriculum

Built on a study of the world and its cultures, World Cultures and Geography Survey takes students around the world to see the impact of humans on the history and how we continue to impact the future of our surrounding world. Students also take on the role of Geographer, learning to use tools and language of the trade.

# 8th Grade World Studies



03

## Feedback

Both teachers highly recommended the curriculum and believed it was the best option. Feedback from parents was that they thought it provided a full learning experience of the world. Some questions were around how teachers would handle sensitive issues, however it was noted those would come up with any curriculum.

04

## Recommendation

It is recommended that Hastings Middle School 8th Grade Adopt World Cultures and Geography Survey as the curriculum beginning in the 2026–27 school year.



# History of Sport

01

## Process

Mr. Pottinger set out to create a course that would engage students in learning about history through a lens that hasn't been explored at HHS, as well as how to meet some of the new social studies standards related to historically marginalized groups.

02

## The Curriculum

Mr. Pottinger studied how courses like this are built in other districts and at the collegiate level. He then built the course into units and reviewed anchor texts and media that could be used to engage students.



# History of Sport

03

## Feedback

The feedback from families was that they wished they had a course like this in high school, with one parent saying “this is probably the coolest course I’ve seen” and another who said they did not like history classes that “I would definitely have taken this”. Student feedback was that this course would be very fun and expected to be popular.

04

## Recommendation

It is recommended that Hastings High School adopt this History of Sport Curriculum.



# Questions?



# Course/Program Change Approval

## Section 1: Overview

Date of Request:

Name(s) of Requestor: Andrew Hodges

Position of Requestor: Director of Teaching and Learning

---

## Detailed Summary of Proposal: 8th Grade World Geography

### Section 2: Learning Plan

#### Detailed Course Description (registration guide summary):

In this class, we will explore the world around us by studying people, places, and environments across the globe. Together, we'll look at how geography connects to history, culture, government, and economics. You'll learn to use maps, data, and current events to understand real-world issues like migration, human rights, global conflicts, and the environment. Our focus isn't just on memorizing maps and capitals—it's about asking questions, making connections, and thinking like geographers. You'll practice skills like:

- Reading and interpreting maps, charts, and graphs
- Using evidence to support claims about global issues
- Collaborating with classmates on projects and discussions
- Applying geography to understand today's world

#### Course Structure (number of terms, course meeting frequency, length, etc.):

1 year for 1 class period per day

<b>Course Understandings</b> <i>"Big Ideas" for the course</i>	<b>Essential Questions</b> <i>Break down understandings, Engage students in content. Basis for formative assessment.</i>	<b>Specific Knowledge &amp; Skills</b> <i>Instructional curriculum, how the students will engage in the learning and show their knowledge.</i>
<b>Spatial Perspective:</b> Geographers use tools and data to identify patterns and organize the world into regions.	How does where we live influence how we live? How do maps tell different "stories" about a place?	Interpret physical and political maps; analyze GIS data; identify the <b>Five Themes of Geography</b> in specific regions.
<b>Human-Environment Interaction:</b> Human survival and development depend on adapting to and modifying the physical environment.	How do humans balance economic needs with environmental preservation? What happens when resources become scarce?	Analyze the impact of irrigation, deforestation, and urban sprawl; evaluate sustainability efforts in diverse biomes.

<p><b>Cultural Diffusion &amp; Interconnectedness:</b> Globalization facilitates the movement of ideas, people, and goods, creating a more linked world.</p>	<p>Why do people move? How does the "Global North" differ from the "Global South" in terms of development?</p>	<p>Identify push and pull factors of migration; define cultural traits and analyze how they spread through trade and technology.</p>
<p><b>Regional Identity:</b> Physical features, historical events, and shared beliefs create unique identities for global regions.</p>	<p>What makes a region unique? How do historical legacies (like colonialism) shape a region's current status?</p>	<p>Compare and contrast the economic systems (Market vs. Command); identify major landforms and climate zones across continents.</p>

**Unit Breakdown:**

Unit	Unit Description	Anchor Standard & Benchmark (2021 MN MDE)
<p><b>1. The Essentials of Geography</b></p>	<p>Foundational skills in cartography, GIS, and the "spatial way of thinking."</p>	<p><b>8.3.13.1:</b> Apply geographic tools... and geographic inquiry to solve spatial problems.</p> <p><b>8.3.13.2:</b> Use geospatial technologies to examine relationships between locations.</p>
<p><b>2. North America</b></p>	<p>Physical/human characteristics of the US and Canada, focusing on urban patterns and resource use.</p>	<p><b>8.3.14.1:</b> Differentiate physical regions from human regions.</p> <p><b>8.3.15.2:</b> Analyze the impact of human settlement on the environment.</p>
<p><b>3. Central America &amp; The Caribbean</b></p>	<p>Impact of colonialism, tourism, and climate vulnerability on small island states.</p>	<p><b>8.3.14.2:</b> Explain how regions are defined by cultural, political, or</p>

		<p>economic characteristics.</p> <p><b>8.5.24.1:</b> (Ethnic Studies) Analyze how power/privilege affect various groups.</p>
<b>4. South America</b>	The Amazon ecosystem, Andean cultures, and the impact of deforestation.	<p><b>8.3.18.1:</b> Evaluate how human actions modify the physical environment.</p> <p><b>8.3.16.1:</b> Analyze how the distribution of natural resources affects the economy.</p>
<b>5. Europe</b>	The European Union, supranationalism, and the challenges of an aging population.	<p><b>8.3.15.1:</b> Analyze patterns of movement and interconnectedness within systems.</p> <p><b>8.1.10.1:</b> (Civics) Explain how international organizations influence global issues.</p>
<b>6. Russia &amp; the Eurasia Republics</b>	Transition from Soviet systems to market economies and the geopolitics of energy.	<p><b>8.3.14.3:</b> Describe how physical features and human characteristics create regional identity.</p> <p><b>8.2.11.1:</b> (Economics) Explain how trade impacts different regions.</p>

<p><b>7. Africa South of the Sahara</b></p>	<p>Resource management, rapid urbanization, and the legacy of the Berlin Conference.</p>	<p><b>8.3.15.3:</b> Explain how historical events (e.g., colonialism) shaped modern spatial patterns.</p> <p><b>8.3.17.1:</b> Investigate how sense of place is impacted by cultural perspectives.</p>
<p><b>8. Southwest Asia &amp; North Africa</b></p>	<p>Water scarcity, the role of petroleum, and religious/cultural hearths.</p>	<p><b>8.3.16.2:</b> Evaluate how the scarcity of resources leads to conflict or cooperation.</p> <p><b>8.3.17.2:</b> Analyze how different groups view and use the same environment.</p>
<p><b>9. South Asia</b></p>	<p>Monsoon agriculture, population density, and the growth of the technology sector.</p>	<p><b>8.3.15.4:</b> Analyze the impact of population growth and migration on human systems.</p> <p><b>8.3.18.2:</b> Describe how physical systems (climate/monsoons) affect human activities.</p>
<p><b>10. East Asia</b></p>	<p>Economic powerhouses, manufacturing global supply chains, and environmental sustainability.</p>	<p><b>8.2.12.1:</b> (Economics) Analyze the role of globalization in regional economies.</p> <p><b>8.3.18.3:</b> Evaluate strategies for managing sustainable development.</p>

<p><b>11. Southeast Asia</b></p>	<p>Maritime trade routes, archipelagic geography, and the impact of the Ring of Fire.</p>	<p><b>8.3.13.3:</b> Use maps to explain the relationship between physical and human systems.</p> <p><b>8.4.21.1:</b> (History) Analyze how cultural interactions influenced regional change.</p>
<p><b>12. Australia, Pacific &amp; Antarctica</b></p>	<p>Isolation, Indigenous land rights, and the localized impact of rising sea levels.</p>	<p><b>8.3.17.3:</b> Analyze how Indigenous perspectives shape the understanding of the land.</p> <p><b>8.3.18.4:</b> Evaluate the impact of global climate change on specific regions.</p>

**Instructional Materials that support course outcomes:** *In detail, please list instructional materials that will be used as part of this course.*

Title	Author(s)	Estimated Cost
<p><i>World Cultures and Geography Survey, 3rd K12 Explore</i></p>	<p><i>National Geographic/Cengage</i></p>	<p><i>90 Textbooks - \$134.00 ea (\$12,060)</i></p> <p><i>~\$25/Student online access (\$7625)</i></p> <p><i>\$230/teacher edition (comped)</i></p>

**Total Cost: \$19,685**

**Are there any recurring or long-term budget commitments for this proposal?**

*Possibly, we will analyze the use of the online materials after 1 year to determine if we continue to use them.*

**Section 3: Impact Analysis (for new courses only)**

**What has been the history, process, and needs analysis regarding this request?**

**How will this request impact your subject area or other departments across the school community?**

How will this request benefit or otherwise impact learners?

**Section 4: Approval**

<b>Reviewed by: Signed by each after approval</b>
<b>Department Head</b>
<b>Principal</b>
<b>Director of Teaching and Learning</b>

# WORLD CULTURES & GEOGRAPHY

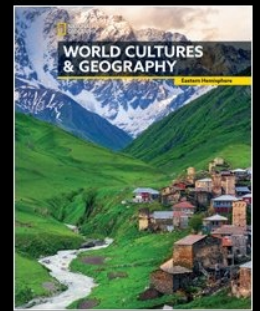
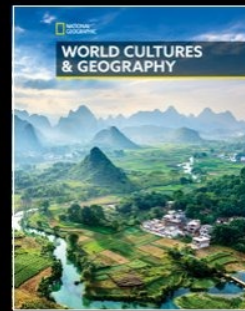
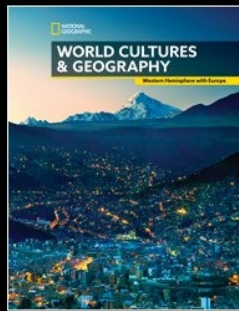
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## PROGRAM OVERVIEW



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

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



\*Available in Spanish

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

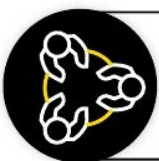
- Extraordinary visuals and an engaging narrative with powerful National Geographic storytelling that bring the world into the classroom
- Alignment to the College, Career, and Civic Life (C3) Framework approach with hands-on mapping activities and project-based learning modules that promote student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



Effective pedagogy through classroom dialogue and questioning.



Guided learning and structured group projects.



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



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



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# INSPIRE STUDENTS TO EXPLORE THE WORLD AND GLOBAL CULTURES

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

### Places of Encounter

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



### Powerful Imagery and Connections to World Cultures

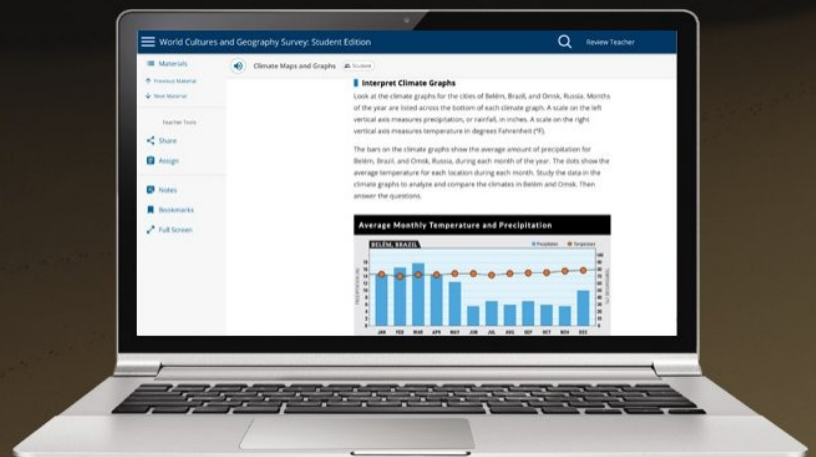
Impactful imagery invites students to engage in critical thinking, draw them into a compelling narrative, and connect with regional cultures around the world. **Critical Viewing** questions accompany the National Geographic photographs to further engage students in discussion.



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

### Hands-on Mapping and Data Literacy Skills

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



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

## Student-Centered Learning Through Inquiry

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



## Explorer Video Library

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

## Understand the Impact of Significant Historical Events

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



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

# LEARN ABOUT THE WORLD THROUGH GEOGRAPHIC DISCOVERY

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



### Interactive Digital Mapping Tools

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

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

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

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

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

**The Chernobyl Disaster**  
 On April 26, 1986, a nuclear reactor at a Soviet power plant in Chernobyl, Ukraine, exploded and caught fire. It was the worst nuclear disaster in history. A radioactive cloud rose thousands of feet into the sky and spread over parts of Ukraine, Belarus, and Russia. Something becomes **radioactive** when it gives off harmful energy caused by the breakdown of atoms, and this cloud was caused by a complete meltdown of the nuclear fuel in the power plant. Winds carried the **fallout**, or nuclear particles, into Europe.

The results were devastating. Thirty people died following the accident after being exposed to radioactive material. Eventually, thousands of people in the area developed health problems. Some children born to exposed parents carried the effects in their genes. Radioactive ash also got into the milk of cows that grazed on **contaminated**, or infected, grass. This increased the risks of thyroid cancer found in people who drank the milk—especially children. Millions of people live on contaminated land, and officials are still studying the long-term effects of the disaster on people and the environment.

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

388 Chapter 12

### Encourage Students to Think Globally

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

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

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

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

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

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

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

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

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

**Geographic Thinking**

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

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

100 Chapter 3

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

## Document-Based Questions

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



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

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

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

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

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

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

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

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

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

**CONSTRUCTED RESPONSE**  
What details did Bolívar include to present Bolívar as a liberator?

**Synthesize & Write**

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

South America Geography & History | 231

## Geographic Thinking

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



## Infographics, Charts, and Models

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

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

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

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

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

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

Russia & the Eastern Republics Geography & History | 351

**CHARLOTTE, NORTH CAROLINA**

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

**NORTH CAROLINA**

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

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

365 Days

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

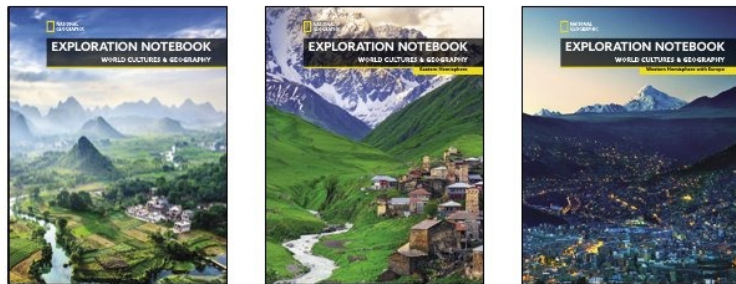
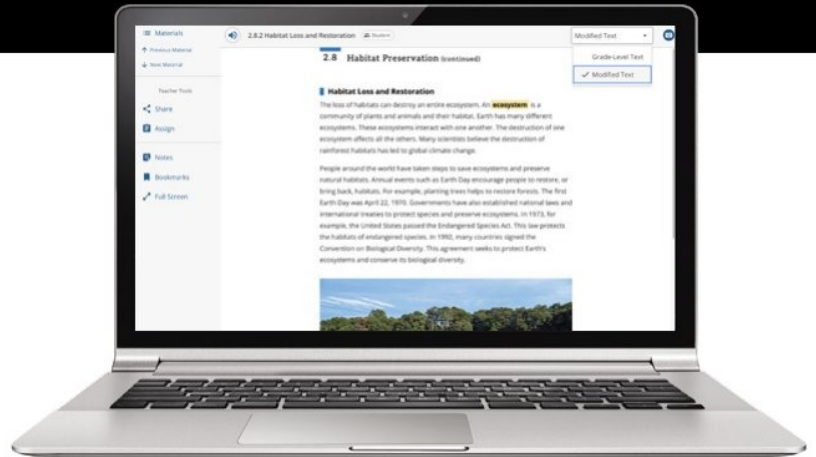
► Visit [NGL.Cengage.com/WCG](https://www.ngl.cengage.com/WCG) to learn more.

# ENSURE EQUITY FOR ALL STUDENTS

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

## MindTap Connects Students to Accessible Materials 24/7

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

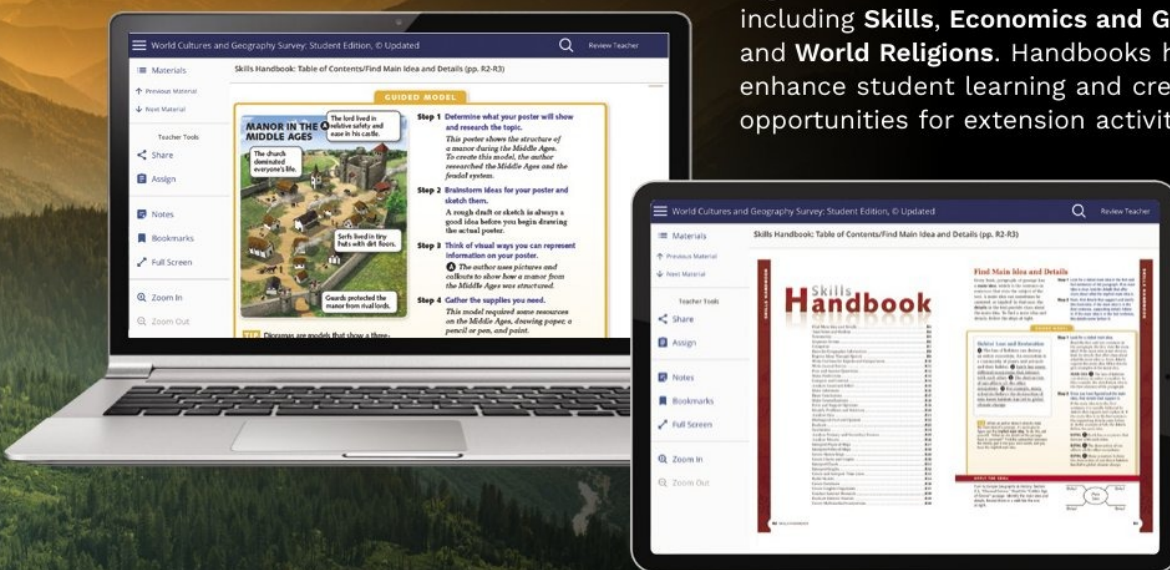


## Exploration Notebook

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

## Student Handbooks

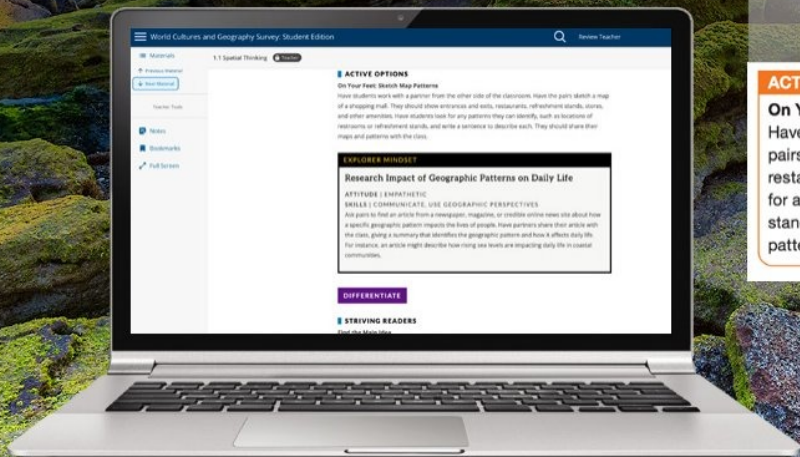
Digital editions have reference handbooks including **Skills, Economics and Government**, and **World Religions**. Handbooks help to enhance student learning and create opportunities for extension activities.



## Active Learning Options

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

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



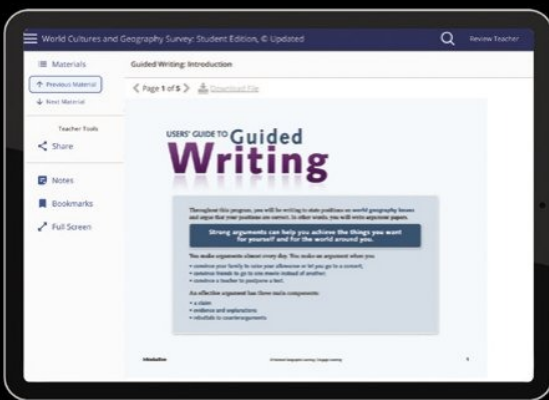
### ACTIVE OPTIONS

#### On Your Feet: Sketch Map Patterns

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

## English Language Arts Support

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



### 1 The Geographer's Toolbox

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

<ul style="list-style-type: none"> <li><b>absolute location</b> (AB-suh-loot-uh-NUH-shuh) n. the exact point where a place is located, identified by latitude and longitude coordinates</li> <li><b>geographic information systems (GIS)</b> (jee-uh-GEE-ah-lee-uh-MAY-in-fuh-SEE-stuh) n. computer-based devices that show data about specific locations</li> <li><b>geographic pattern</b> (jee-uh-GEE-ah-PAH-Tuhn) n. a similarity among places</li> <li><b>Global Positioning System (GPS)</b> (DJ-oh-suh-puh-ZH-uh-uh-uh-uh-uh-uh) n. a satellite system based in space that finds absolute location and time anywhere on Earth</li> <li><b>relative location</b> (REE-luh-dih-uh-KAY-stuh) n. the position of a place in relation to other places</li> <li><b>spatial thinking</b> (SPAY-shuh-THEE-uh-uh-uh) n. a way of thinking about the arrangement of things on Earth's surface, including where places are located and why they are there</li> </ul>	<p><b>VISUAL DICTIONARY</b> Create a visual page of words related to geographic thinking. Write the key vocabulary word above the box. Illustrate the word, and use the word or abbreviation in a short sentence below the box.</p>
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### 2 Physical & Human Geography

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

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

Culture and Civilizations			
Culture Regions			
Religion and Belief Systems			

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

# I EMPOWER EDUCATORS TO SUPPORT STUDENTS

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

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

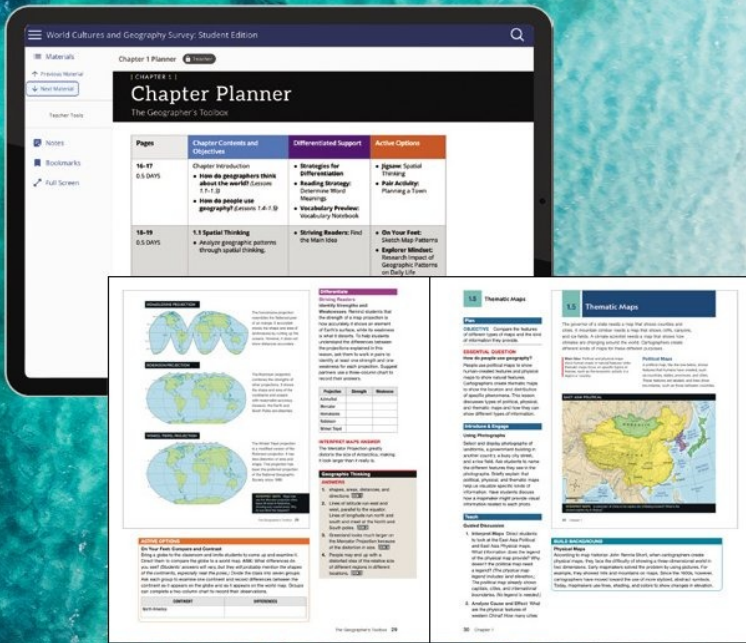


### Teacher's Editions

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

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





## Guided and Customizable Lesson Plans

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

## Differentiation Options to Support All Students

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

### Strategies for Differentiation

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

**Pre-AP**

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

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

*Use with Lesson 1.2*

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

## Customer Support 24/7

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

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

Our goal is to provide:

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

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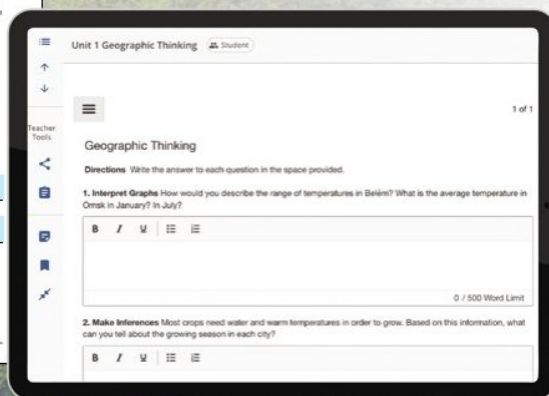
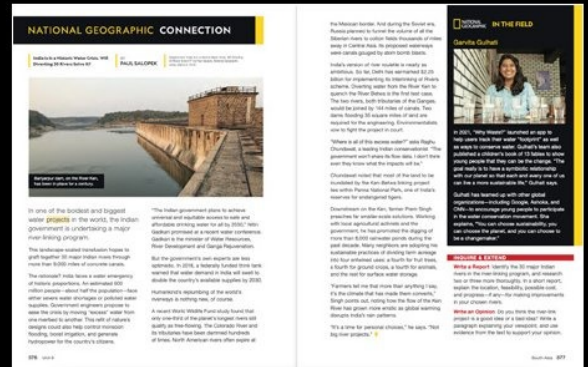
# VARIETY OF ASSESSMENTS

## Formative and Summative Assessments Provide Actionable Data for Educators

### Formative Assessments

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

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



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

# EASY TO USE AND EASY TO ACCESS

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



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

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

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

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



Google Classroom



schoolology



# STUDENT RESOURCES



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



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

## Reinforcement and Practice Options



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

## Extra Materials



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

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

<sup>+</sup>Available in Spanish

# TEACHER RESOURCES



## Teacher's Editions and Digital Features



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

## Extra Materials



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

## Assessment and Practice



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

 **Cengage**  
MindTap

\*Indicates Digital Only



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

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AUGUST / 2024



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## | CHAPTER 1 |

# Chapter Planner

## The Geographer's Toolbox

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

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

## DIGITAL RESOURCES

### FORMATIVE ASSESSMENT

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

### SUMMATIVE ASSESSMENT

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

### TEACHER RESOURCES

- Chapter 1 PowerPoint
- Chapter 1 Lesson Plan

### MEDIA RESOURCES

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

- **Cognero Test Bank**

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## | CHAPTER 2 |

## Chapter Planner

## Physical &amp; Human Geography

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

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

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

## DIGITAL RESOURCES

### FORMATIVE ASSESSMENT

- Chapter 2 Pretest

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

## SUMMATIVE ASSESSMENT

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

## TEACHER RESOURCES

- Chapter 2 PowerPoint
- Chapter 2 Lesson Plan

## MEDIA RESOURCES

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

## | CHAPTER 3 |

## Chapter Planner

## North America Geography &amp; History

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

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

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

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

## DIGITAL RESOURCES

### FORMATIVE ASSESSMENT

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

### SUMMATIVE ASSESSMENT

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

### TEACHER RESOURCES

- Chapter 3 PowerPoint
- Chapter 3 Lesson Plan

### MEDIA RESOURCES

- **GeoVideo:** Introduce North America
- **Explorer Video:** Brian Holguin
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## | CHAPTER 4 |

## Chapter Planner

## North America Today

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

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

## DIGITAL RESOURCES

### FORMATIVE ASSESSMENT

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

### SUMMATIVE ASSESSMENT

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

## TEACHER RESOURCES

- Chapter 4 PowerPoint
- Chapter 4 Lesson Plan

## MEDIA RESOURCES

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

## | CHAPTER 5 |

# Chapter Planner

## Central America & the Caribbean Geography & History

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

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

## DIGITAL RESOURCES

### FORMATIVE ASSESSMENT

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

## SUMMATIVE ASSESSMENT

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

## TEACHER RESOURCES

- Chapter 5 PowerPoint
- Chapter 5 Lesson Plan

## MEDIA RESOURCES

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

| CHAPTER 6 |

# Chapter Planner

## Central America & the Caribbean Today

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

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

## DIGITAL RESOURCES

### FORMATIVE ASSESSMENT

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

### SUMMATIVE ASSESSMENT

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

## TEACHER RESOURCES

- Chapter 6 PowerPoint
- Chapter 6 Lesson Plan

## MEDIA RESOURCES

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

## | CHAPTER 7 |

# Chapter Planner

## South America Geography & History

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

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

## DIGITAL RESOURCES

### FORMATIVE ASSESSMENT

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

### SUMMATIVE ASSESSMENT

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

## TEACHER RESOURCES

- Chapter 7 PowerPoint
- Chapter 7 Lesson Plan

## MEDIA RESOURCES

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

## | CHAPTER 8 |

## Chapter Planner

## South America Today

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

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

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

## DIGITAL RESOURCES

### FORMATIVE ASSESSMENT

- Chapter 8 Pretest
- Chapter 8 Reading & Note-Taking
- Chapter 8 Vocabulary Practice

### SUMMATIVE ASSESSMENT

- Chapter 8 Section Quizzes
- Chapter 8 Test A (on level)
- Chapter 8 Test B (modified)

### TEACHER RESOURCES

- Chapter 8 PowerPoint
- Chapter 8 Lesson Plan

### MEDIA RESOURCES

- GeoVideo:** Introduce South America Today
- Image Gallery:** South America
- Unit 4 GIS StoryMap**
- National Geographic Atlas**

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

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## | CHAPTER 9 |

## Chapter Planner

## Europe Geography &amp; History

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

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

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

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

## DIGITAL RESOURCES

### FORMATIVE ASSESSMENT

- Chapter 9 Pretest
- Chapter 9 Reading & Note-Taking
- Chapter 9 Vocabulary Practice

### SUMMATIVE ASSESSMENT

- Chapter 9 Section Quizzes
- Chapter 9 Test A (on level)
- Chapter 9 Test B (modified)

### TEACHER RESOURCES

- Chapter 9 PowerPoint
- Chapter 9 Lesson Plan

### MEDIA RESOURCES

- **GeoVideo:** Introduce Europe
- **Explorer Video:** Enric Sala
- **Photographer Video:** Robbie Shone
- **Image Gallery:** Europe
- **Unit 5 GIS StoryMap**
- **National Geographic Atlas**
- **National Geographic MapMaker**
- **Primary Source Collection**

- **Cognero Test Bank**

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## | CHAPTER 10 |

## Chapter Planner

## Europe Today

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

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

## DIGITAL RESOURCES

### FORMATIVE ASSESSMENT

- Chapter 10 Pretest
- Chapter 10 Reading & Note-Taking
- Chapter 10 Vocabulary Practice

### SUMMATIVE ASSESSMENT

- Chapter 10 Section Quizzes
- Chapter 10 Test A (on level)
- Chapter 10 Test B (modified)

## TEACHER RESOURCES

- Chapter 10 PowerPoint
- Chapter 10 Lesson Plan

## MEDIA RESOURCES

- **GeoVideo:** Introduce Europe
- **Image Gallery:** Europe
- **Unit 5 GIS StoryMap**
- **National Geographic Atlas**
- **National Geographic MapMaker**
- **Primary Source Collection**
- **Cognero Test Bank**

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## | CHAPTER 11 |

# Chapter Planner

## Russia & the Eurasian Republics Geography & History

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

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

## DIGITAL RESOURCES

### FORMATIVE ASSESSMENT

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

### SUMMATIVE ASSESSMENT

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

## TEACHER RESOURCES

- Chapter 11 PowerPoint
- Chapter 11 Lesson Plan

## MEDIA RESOURCES

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

**Photographer Video:** Evgenia Arbugaeva

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

**Unit 6 GIS StoryMap**

**National Geographic Atlas**

**National Geographic MapMaker**

**Primary Source Collection**

**Cognero Test Bank**

## | CHAPTER 12 |

# Chapter Planner

## Russia & the Eurasian Republics Today

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

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

## DIGITAL RESOURCES

### FORMATIVE ASSESSMENT

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

### SUMMATIVE ASSESSMENT

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

### TEACHER RESOURCES

- Chapter 12 PowerPoint
- Chapter 12 Lesson Plan

### MEDIA RESOURCES

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

## | CHAPTER 13 |

# Chapter Planner

## Africa South of the Sahara Geography & History

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

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

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

## DIGITAL RESOURCES

### FORMATIVE ASSESSMENT

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

### SUMMATIVE ASSESSMENT

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

### TEACHER RESOURCES

- Chapter 13 PowerPoint
- Chapter 13 Lesson Plan

### MEDIA RESOURCES

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

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

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## | CHAPTER 14 |

## Chapter Planner

## Africa South of the Sahara Today

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

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

## DIGITAL RESOURCES

### FORMATIVE ASSESSMENT

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

### SUMMATIVE ASSESSMENT

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

### TEACHER RESOURCES

- Chapter 14 PowerPoint
- Chapter 14 Lesson Plan

### MEDIA RESOURCES

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

## | CHAPTER 15 |

# Chapter Planner

## Southwest Asia & North Africa Geography & History

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

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

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

## DIGITAL RESOURCES

### FORMATIVE ASSESSMENT

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

### SUMMATIVE ASSESSMENT

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

### TEACHER RESOURCES

- Chapter 15 PowerPoint
- Chapter 15 Lesson Plan

### MEDIA RESOURCES

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

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## | CHAPTER 16 |

## Chapter Planner

## Southwest Asia &amp; North Africa Today

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

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

## DIGITAL RESOURCES

### FORMATIVE ASSESSMENT

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

### SUMMATIVE ASSESSMENT

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

### TEACHER RESOURCES

- Chapter 16 PowerPoint
- Chapter 16 Lesson Plan

### MEDIA RESOURCES

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

## | CHAPTER 17 |

## Chapter Planner

## South Asia Geography &amp; History

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

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

## DIGITAL RESOURCES

### FORMATIVE ASSESSMENT

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

### SUMMATIVE ASSESSMENT

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

### TEACHER RESOURCES

- Chapter 17 PowerPoint
- Chapter 17 Lesson Plan

### MEDIA RESOURCES

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

## | CHAPTER 18 |

## Chapter Planner

## South Asia Today

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

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

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

## DIGITAL RESOURCES

### FORMATIVE ASSESSMENT

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

### SUMMATIVE ASSESSMENT

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

### TEACHER RESOURCES

- Chapter 18 PowerPoint
- Chapter 18 Lesson Plan

### MEDIA RESOURCES

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

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

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## | CHAPTER 19 |

## Chapter Planner

## East Asia Geography &amp; History

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

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

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

## DIGITAL RESOURCES

### FORMATIVE ASSESSMENT

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

### SUMMATIVE ASSESSMENT

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

### TEACHER RESOURCES

- Chapter 19 PowerPoint
- Chapter 19 Lesson Plan

### MEDIA RESOURCES

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

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

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## | CHAPTER 20 |

## Chapter Planner

## East Asia Today

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

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

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

## DIGITAL RESOURCES

### FORMATIVE ASSESSMENT

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

### SUMMATIVE ASSESSMENT

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

### TEACHER RESOURCES

- Chapter 20 PowerPoint
- Chapter 20 Lesson Plan

### MEDIA RESOURCES

- **GeoVideo:** Introduce East Asia

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

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## | CHAPTER 21 |

# Chapter Planner

## Southeast Asia Geography & History

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

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

## DIGITAL RESOURCES

### FORMATIVE ASSESSMENT

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

### SUMMATIVE ASSESSMENT

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

### TEACHER RESOURCES

- Chapter 21 PowerPoint
- Chapter 21 Lesson Plan

### MEDIA RESOURCES

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

## | CHAPTER 22 |

## Chapter Planner

## Southeast Asia Today

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

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

## DIGITAL RESOURCES

### FORMATIVE ASSESSMENT

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

### SUMMATIVE ASSESSMENT

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

- Chapter 22 Test B (modified)

## TEACHER RESOURCES

- Chapter 22 PowerPoint
- Chapter 22 Lesson Plan

## MEDIA RESOURCES

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

## | CHAPTER 23 |

# Chapter Planner

Australia, the Pacific Realm & Antarctica Geography & History

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

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

## DIGITAL RESOURCES

### FORMATIVE ASSESSMENT

- Chapter 23 Map Quiz
- Chapter 23 Pretest

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

## SUMMATIVE ASSESSMENT

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

## TEACHER RESOURCES

- Chapter 23 PowerPoint
- Chapter 23 Lesson Plan

## MEDIA RESOURCES

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

## | CHAPTER 24 |

# Chapter Planner

Australia, the Pacific Realm & Antarctica Today

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

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

## DIGITAL RESOURCES

### FORMATIVE ASSESSMENT

- Chapter 24 Pretest
- Chapter 24 Reading & Note-Taking
- Chapter 24 Vocabulary Practice

## **SUMMATIVE ASSESSMENT**

- Chapter 24 Section Quizzes
- Chapter 24 Test A (on level)
- Chapter 24 Test B (modified)

## **TEACHER RESOURCES**

- Chapter 24 PowerPoint
- Chapter 24 Lesson Plan

## **MEDIA RESOURCES**

**GeoVideo:** Introduce Australia, the Pacific Realm & Antarctica

**Image Gallery:** Australia, the Pacific Realm & Antarctica

**Unit 12 GIS StoryMap**

**National Geographic Atlas**

**National Geographic MapMaker**

**Primary Source Collection**

**Cognero Test Bank**

## Curriculum Proposal Form

### Section 1: Overview

Date of Request:

Name(s) of Requestor: Cole Pottinger

Position of Requestor: High School Social Studies Teacher

### Detailed Summary of Proposal: History of Sport

### Section 2: Learning Plan

#### Detailed Course Description (registration guide summary):

Step into the past and explore how sports throughout the world shaped—and were shaped by—history. From the Olympics of ancient Greece to the civil rights struggles fought on the playing field, this course reveals how sports mirror society’s triumphs, tensions, and transformations. Students will dive into key historical moments through famous athletes, landmark events, and global competitions. Through discussions, projects, and media analysis, you’ll discover that every game tells a story far bigger than the score.

#### Course Structure (number of terms, course meeting frequency, length, etc.):

1 semester for 1 class period a day

<b>Course Understandings</b> <i>“Big Ideas” for the course</i>	<b>Essential Questions</b> <i>Break down understandings, Engage students in content. Basis for formative assessment.</i>	<b>Specific Knowledge &amp; Skills</b> <i>Instructional curriculum, how the students will engage in the learning and show their knowledge.</i>
Sports as a Mirror: Sports are not just games, they reflect the values, social hierarchies, and political tensions of the era in which they are played.	1. Why do humans play, and how do ancient sports reveal the environmental and spiritual values of a civilization? 2. How did the Cold War turn the playing field into a "bloodless" battlefield for competing ideologies (Capitalism vs. Communism)?	1. Students will learn, teach and play ancient sports to help understand the values and environments of early civilizations. 2. Students will learn about the 1980 Olympics alongside the Cold War to analyze the ideologies and how sports were a part of the Cold War.
Narrative Power: The story of an athlete or a game can either reinforce or challenge dominant societal norms regarding race, gender, and class.	3. Can a sporting event (like the 1936 Olympics) be an effective tool for state propaganda or resistance? 4. How do individual athletes navigate the Civil Rights Movement by using sports?	3. Students will be able to describe the major players of the 1936 Olympics and how both sides were using them for either propaganda or resistance. 4. Students will be able to explain

		the challenges Jackie Robinson faced and how he used his struggle in Baseball to create change in America.
Globalization: The spread of sports is linked to colonialism, industrialization, and the development of global media.	5. In an era of global conflict, can international sports foster diplomacy, or do they simply heighten nationalism?	5. Students will analyze and explain how Ping Pong Diplomacy and Nelson Mandela were both used politically.

### Unit Breakdown:

Unit	Unit Description	Anchor Standard	Benchmark
<b>Unit 1: The Passion of Sports</b>	In this unit we will look at how and why sports were created. We will also look at how sports mirror society throughout history.	<b>9.4.18.1</b> Evaluate different narratives about how human migration led to environmental changes and human adaptation.	
<b>Unit 2: The First Sports</b>	In this unit we will look at the first sports from around the world and have kids research, teach and play ancient sports.	<b>9.4.18.2</b> Examine dominant and non-dominant narratives about the development of cities, societies, and empires in Asia, the Americas, and Africa.	
<b>Unit 3: Industrialization &amp; Modernization of Sports</b>	In this unit we will look at how the Industrial Revolution was mirrored through the spread of sports.	<b>9.4.18.5</b> Evaluate conflicting narratives about the causes and the regional and global impact of the Industrial Revolution.	
<b>Unit 4: World Wars &amp; Great Depression</b>	In this unit we will look at how the World Wars & Great Depression were mirrored in the Olympics and the Boxing Ring.	<b>9.4.18.14</b> Analyze the connections between nationalism, Fascism, and World War II on a global scale and in the United States.	
<b>Unit 5: The Civil Rights Era</b>	In this unit we will look at how America was using sports to help fight for the Civil Rights Movement.	<b>9.4.18.15</b> Analyze complex and interacting factors within the Long Civil Rights Movement, identifying obstacles and strategies	

		used by various groups.	
<b>Unit 6: Women in Sports &amp; The Cold War</b>	In this unit we will look at how title IX and the battle of the sexes mirrored the fight for gender equality in America. We will also examine how the Olympics and Miracle on Ice might have been a part of fighting the Cold War.	<b>9.4.18.7</b> Identify how ideas and norms about gender and sexuality have changed over time and how groups have advocated for equality.	
<b>Unit 7: Sports in Modern Times</b>	In this unit we will look at global conflict and how sports helped to solve these conflicts.	<b>9.4.18.6</b> Examine conflicting narratives about the past and identify how these narratives can lead to global conflict.	

**Instructional Materials that support course outcomes:** *In detail, please list instructional materials that will be used as part of this course.*

<b>Title</b>	<b>Author(s)</b>	<b>Estimated Cost</b>
<i>Base Ball: A Journal of the Early Game Chapter: Antebellum Growth &amp; Spread of the New York Game</i>	<i>Richard Hershberger</i>	<i>\$0.0</i>
<i>Teaching U.S. History Through Sports Chapter: The Shaping of "Women's Sport"</i>	<i>Brad Austin &amp; Pamela Grundy</i>	<i>\$0.0</i>
<i>Hastings High School Library Resources</i>		<i>\$0.0</i>

**Total Cost:**

**Are there any recurring or long-term budget commitments for this proposal?**

*There are no budget commitments for this proposal related to curriculum or textbooks needed.*

**Section 3: Impact Analysis**

**What has been the history, process, and needs analysis regarding this request?**

*This course will offer an option to those students who are not interested in other social studies or school wide elective options. We do not have another course that talks about sports although sports are one of the most popular activities in the world.*

**How will this request impact your subject area or other departments across the school community?**

*I would expect this course to be widely popular from day one and I think it will help draw students who are just taking an elective course for the purpose of taking a course and will instead give them an option they are actually interested in.*

**How will this request benefit or otherwise impact learners?**

*Similar to above, we do not offer anything remotely close to this option. I think it will give students the option to learn about American and World history through the lens they are most interested in, sports.*

**Section 4: Approval**

<b>Reviewed by: Signed by each after approval</b>
<b>Department Head</b>
<b>Principal</b>
<b>Director of Teaching and Learning</b>



**Hastings**  
**Public Schools**

# **STAFFING 101**

## **Presentation for School Board**

### **March 11, 2026**

Prepared by Cathy Moen, Director of Human Resources

*Students are the heart*



*of all we do*

# STEPS IN THE STAFFING PROCESS

1

## STAFFING TIMELINES (November)

Building administrators and District Directors are provided a detailed timeline of all action steps related to the staffing process. This information includes such things as:

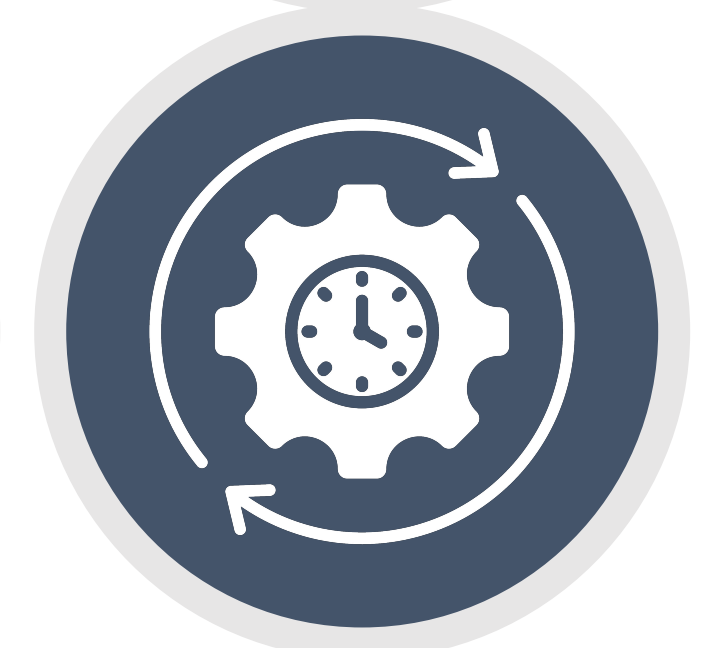
- Statutory timelines
- Contractual timelines
- Job fairs



2

## EARLY SPRING POSTING PROCESS (Early February)

- Two rounds of postings, each three days long
- Posted in early February to allow the District to begin recruiting for hard to fill positions
  - The purpose of this early posting round is to get out to the market early
  - The positions usually include special education and related services, EL, etc. This year, due to retirements, we also included business education



# STEPS IN THE STAFFING PROCESS

3

## STAFFING ROLLOUT (Mid to Late February)

In mid to late February there are meetings where staffing is rolled out to principals. Principals are provided with:

- Updated staffing timelines
- Staffing [guidelines](#)
- Building allocations
  - Allocations are calculated each year based on projected student enrollment and Board approved staffing ratios
- Special Education staffing
- Seniority related information
- Tracking information such as staff returning from leave, staff requesting leave, resignations/retirements received
- Information regarding other funding sources available to use for staffing (i.e. compensatory)



# STEPS IN THE STAFFING PROCESS

4

## **BUILDING ADMIN/DIRECTOR PROCESSING**

Once all information has been provided to administrators, they have several weeks to determine if they need to move staff between grade levels, subjects, etc. and provide Human Resources any anticipated postings



5

## **STAFF COMMUNICATION (March 23 & 24, 2026)**

The two days prior to the March Board meeting are important days in the process. These are the days when staff are informed of:

- Grade level changes
- Subject changes
- Probationary releases



# STEPS IN THE STAFFING PROCESS

6

## MARCH BOARD MEETING

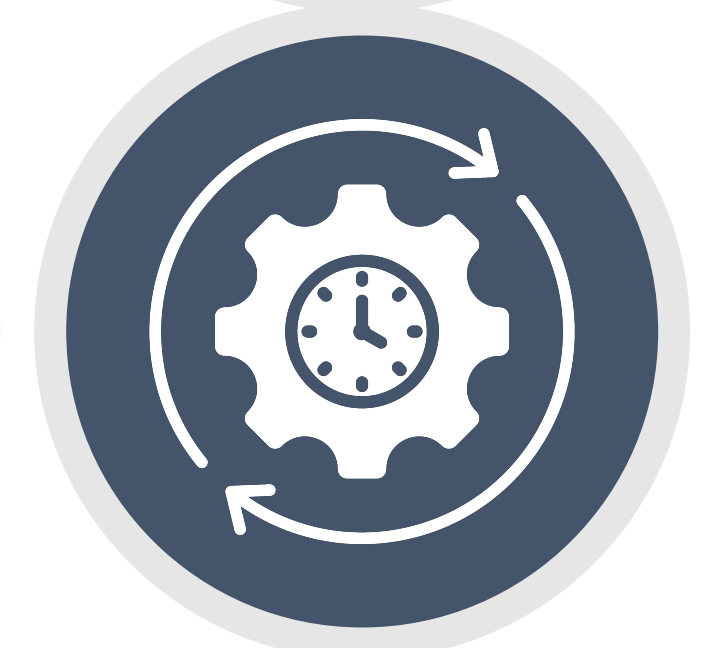
The March Board meeting is when School Board action is taken regarding any probationary staff being released. These staff are added to the agenda just before the Board meeting so that we can ensure that all staff impacted are personally spoken to prior to the Board meeting

- Staff receive hand delivered formal written notice the day following the Board meeting

7

## SPRING POSTINGS

- Two rounds of internal-only spring postings (three days each) take place starting the Friday following the March Board Meeting
  - Staff are able to request transfers to open positions
- Once the two rounds of postings are complete, any unfilled positions become open externally
  - Released staff are able to apply for open positions at this time





# Questions?





## **503 STUDENT ATTENDANCE**

### **I. PURPOSE**

- A. The school board believes that regular school attendance is directly related to success in academic work, benefits students socially, provides opportunities for important communications between teachers and students, and establishes regular habits of dependability important to the future of the student. The purpose of this policy is to encourage regular school attendance. It is intended to be positive and not punitive.
- B. This policy also recognizes that class attendance is a joint responsibility to be shared by the student, parent or guardian, teacher, and administrators. This policy will assist students in attending class.

### **II. GENERAL STATEMENT OF POLICY**

#### A. Responsibilities

##### 1. Student's Responsibility

It is the student's right to be in school. It is also the student's responsibility to attend all assigned classes and study halls every day that school is in session and to be aware of and follow the correct procedures when absent from an assigned class or study hall. Finally, it is the student's responsibility to request any missed assignments due to an absence.

##### 2. Parent or Guardian's Responsibility

It is the responsibility of the student's parent or guardian to ensure the student is attending school, to inform the school in the event of a student absence, and to work cooperatively with the school and the student to solve any attendance problems that may arise.

##### 3. Teacher's Responsibility

It is the teacher's responsibility to take daily attendance and to maintain accurate attendance records in each assigned class and study hall. It is also the teacher's responsibility to be familiar with all procedures governing attendance and to apply these procedures uniformly. It is also the teacher's responsibility to provide any student who has been absent with any missed assignments upon request. Finally, it is the teacher's responsibility to work cooperatively with the student's parent or guardian and the

student to solve any attendance problems that may arise.

#### 4. Administrator's Responsibility

- a) It is the administrator's responsibility to require students to attend all assigned classes and study halls. It is also the administrator's responsibility to be familiar with all procedures governing attendance and to apply these procedures uniformly to all students, to maintain accurate records on student attendance, and to prepare a list of the previous day's absences stating the status of each. Finally, it is the administrator's responsibility to inform the student's parent or guardian of the student's attendance and to work cooperatively with them and the student to solve attendance problems.
- b) In accordance with the Minnesota Compulsory Instruction Law, Minnesota Statutes, section § 120A.22, the students of the school district are REQUIRED to attend all assigned classes and/or study halls every day school is in session, unless the student has been excused by the school board from attendance because the student has already completed state and school district standards required to graduate from high school, has withdrawn, or has a valid excuse for absence.
- c) The district must count a student as in attendance on each day the student receives supervision, instruction, or services from school staff. ~~during scheduled school hours.~~ Minnesota Statutes, section 120A.22 does not remove the school district's responsibility to continue to comply with reporting requirements in Minnesota Statutes, section 126C.05 for the purposes of funding.
- d) The principal must issue and keep a record of attendance, under rules established by the school board.

#### B. Attendance Procedures

Attendance procedures shall be presented to the school board for review and approval. When approved by the school board, the attendance procedures will be included as an addendum to this policy.

##### 1. Excused Absences

- a) A parent, guardian, or other person having control of a child may apply to a school district to have the child excused from attendance for the whole or any part of the time school is in session during any school year. Application may be submitted to a truant officer, or the school official designated by the principal. A note from a physician or a licensed mental health professional stating that the child cannot attend school is a valid excuse.

- b) To be considered an excused absence, the student's parent or guardian may be asked to verify, in writing, the reason for the student's absence from school. A note from a physician or a licensed mental health professional stating that the student cannot attend school may be required as a valid excuse.
- c) The **school** board of the district in which the child resides may approve the application under subparagraph (a) above upon the following being demonstrated to the satisfaction of that board:
- d) Legitimate Exceptions

The following reasons shall be sufficient to constitute excused absences:

(1) that the child's physical or mental health is such as to prevent attendance at school or application to study for the period required, which includes:

- (a) child illness, medical, dental, orthodontic, or counseling appointments, including appointments conducted through telehealth;
- (b) family emergencies;
- (c) the death or serious illness or funeral of an immediate family member, or of a close friend or relative;
- (d) active duty in any military branch of the United States;
- (e) the child has a condition that requires ongoing treatment for a mental health diagnosis;
- (f) other exemptions included in this attendance policy;
- (g) court appearances occasioned by family or personal action;
- (h) physical emergency conditions such as fire, flood, storm, etc.;
- (i) official school field trip or other school-sponsored outing;
- (j) removal of a student pursuant to a suspension. Suspensions are to be handled as excused absences and students will be permitted to complete make-up work;
- (k) religious holidays;
- (l) family vacations; or
- (m) personal trips to colleges or schools.

- (2) that the child has already completed state and district standards required for graduation from high school; or
- (3) that it is the wish of the parent, guardian, or other person having control of the child, that the child attend for a period or periods not exceeding in the aggregate three hours in any week, instruction conducted by a Tribal spiritual or cultural advisor, or a school for religious instruction conducted and maintained by a church, or association of churches, or any Sunday school association incorporated under the laws of this state, or any auxiliary thereof. This instruction must be conducted and maintained in a place other than a public school building, and it must not, in whole or in part, be conducted and maintained at public expense. A child may be absent from school on days that the child attends upon instruction according to this clause.

e) Consequences of Excused Absences

- (1) Students whose absences are excused are required to make up all assignments missed or to complete alternative assignments as deemed appropriate by the classroom teacher.
- (2) Provisions will be established by the school district to allow reasonable time for make-up work. Any work not completed within this period shall result in “no credit” for the missed assignment. However, the building principal or the classroom teacher may extend the time allowed for completion of make-up work in the case of an extended illness or other extenuating circumstances.

2. Unexcused Absences

a) The following are examples of absences which will not be excused:

- (1) Truancy. An absence by a student which was not approved by the parent and/or the school district.
- (2) Any absence in which the student failed to comply with any reporting requirements of the school district’s attendance procedures.
- (3) Work at home.
- (4) Work at a business, except under a school-sponsored work release program.
- (5) Absences resulting from accumulated unexcused tardies (~~three (3) tardies equal one (1) unexcused absence~~).
- (6) Any other absence not included under the attendance procedures set out in this

policy.

b) Consequences of Unexcused Absences

- (1) Absences resulting from official suspension will be handled in accordance with the Pupil Fair Dismissal Act, Minnesota Statutes, sections 121A.40-121A.56.
- (2) Days during which a student is suspended from school shall not be counted in a student's total cumulated unexcused absences.
- (3) In cases of recurring unexcused absences, the administration may also request the county attorney to file a petition with the juvenile court, pursuant to Minnesota statutes.
- (4) Students with unexcused absences shall be subject to disciplinary consequences as established at each school site.

C. Tardiness

1. **Definition:** Students are expected to be in their assigned area at designated times. Failure to do so constitutes tardiness.
2. Procedures for Reporting Tardiness
  - a) Students tardy at the start of school must report to the school office for an admission slip.
  - b) Tardiness between periods will be handled by the teacher.
3. Excused Tardiness Valid excuses for tardiness are:
  - a) Illness.
  - b) Serious illness in the student's immediate family.
  - c) A death or funeral in the student's immediate family or of a close friend or relative.
  - d) Medical, dental, orthodontic, or mental health treatment.
  - e) Court appearances occasioned by family or personal action.
  - f) Physical emergency conditions such as fire, flood, storm, etc.
  - g) Any tardiness for which the student has been excused in writing by an administrator or faculty member.
  - h) Religious instruction or commitment.

#### 4. Unexcused Tardiness

- a) An unexcused tardiness is failing to be in an assigned area at the designated time class period commences without a valid excuse.
- b) Consequences of tardiness may include detention after 3 unexcused tardies. In addition, 3 unexcused tardies are equivalent to one unexcused absence.

#### D. Participation in Extracurricular Activities and School-Sponsored On-the-Job Training Programs

1. This policy applies to all students involved in any extracurricular activity scheduled either during or outside the school day and any school-sponsored on-the-job training programs.
2. School-initiated absences will be accepted and participation permitted.
3. A student must be present for at least 50% of their scheduled school day in order to be eligible to participate on that given day.
4. Students who are in attendance at the start of the school day will typically not be allowed to participate in any extra-curricular activities if the student leaves school due to personal illness.
5. If a student is absent from school due to medical reasons (except illness noted above), he or she must present a physician's statement or a statement from the student's parent, or guardian, clearing the student for participation that day. The note must be presented to the coach or advisor before the student participates in the activity or program. Coaches/Advisors will monitor and enforce this procedure.
6. Students missing school for reasons other than illness must have an excused absence in order to participate. Final authority for infractions of this rule will rest with the overseeing administration. Examples of excused absences: doctor excused, family emergency, death in family, school authorized absences (i.e. field trips, college visits, etc.), religious release and family vacations.

### **III. RELIGIOUS OBSERVANCE ACCOMMODATION**

Reasonable efforts will be made by the school district to accommodate any student who wishes to be excused from a curricular activity for a religious observance or American Indian cultural practice, observance, or ceremony. Requests for accommodation should be directed to the building principal.

### **IV. DISSEMINATION OF POLICY**

- A. Copies of this policy shall be made available to all students and parents at the commencement of each school year. This policy shall also be available upon request in each principal's office.
- B. The school district will provide annual notice to parents of the school district's policy relating to a student's absence from school for a religious or cultural observance.

## V. REQUIRED REPORTING

### A. Continuing Truant

Minnesota Statutes section 260A.02 provides that a continuing truant is a student who is subject to the compulsory instruction requirements of Minnesota Statutes, section 120A.22 and is absent from instruction in a school, as defined in Minnesota Statutes, section 120A.05, without valid excuse within a single school year for:

1. Three (3) days if the child is in elementary school; or
2. Three (3) or more class periods on three (3) days if the child is in middle school or high school.

### B. Reporting Responsibility

When a student is initially classified as a continuing truant, Minnesota Statutes, section 260A.03 provides that the school attendance officer or other designated school official shall notify the student's parent or guardian, by first class mail or other reasonable means, of the following:

1. That the child is truant;
2. That the parent or guardian should notify the school if there is a valid excuse for the child's absences;
3. That the parent or guardian is obligated to compel the attendance of the child at school pursuant to Minnesota Statutes, section 120A.22 and parents or guardians, who fail to meet this obligation may be subject to prosecution under Minnesota Statutes, section 120A.34;
4. That this notification serves as the notification required by Minnesota Statutes, section 120A.34;
5. That alternative educational programs and services may be available in the child's enrolling or resident district;
6. That the parent or guardian has the right to meet with appropriate school personnel to

discuss solutions to the child's truancy;

7. That if the child continues to be truant, the parent and the child may be subject to juvenile court proceedings under Minnesota Statutes, section 260C;
8. That if the child is subject to juvenile court proceedings, the child may be subject to suspension, restriction, or delay of the child's driving privilege pursuant to Minnesota Statutes, section 260C.201; and
9. It is recommended that the parent or guardian accompany the child to school and attend classes with the child for one day.

### C. Habitual Truant

1. A habitual truant is a child who is at least twelve (12) years old and less than eighteen (18) years old ~~under the age of 17 years~~ who is absent from attendance at school without lawful excuse for seven (7) school days per school year if the child is in elementary school or for one or more class periods on seven school days per school year if the child is in middle school or high school, or a child who is seventeen (17) years of age who is absent from attendance at school without lawful excuse for one (1) or more class periods on seven (7) school days per school year and who has not lawfully withdrawn from school; under Minnesota Statutes, section 120A.22, subdivision 8.

Pursuant to section 260C.163, subdivision 11, habitual truant also means a child under age twelve (12) who has been absent from school for seven (7) school days without lawful excuse, based on a showing by clear and convincing evidence that the child's absence is not due to the failure of the child's parent, guardian, or custodian to comply with compulsory instruction laws.

2. A school district attendance officer shall refer a habitual truant child and the child's parent or guardian to appropriate services and procedures, under Minnesota Statutes, chapter 260A.

**Legal References:** *Minn. Stat. § 120A.05 (Definitions)*  
*Minn. Stat. § 120A.22 (Compulsory Instruction)*  
*Minn. Stat. § 120A.24 (Reporting)*  
*Minn. Stat. § 120A.26 (Enforcement and Prosecution)*  
*Minn. Stat. § 120A.34 (Violations; Penalties)*  
*Minn. Stat. § 120A.35 (Absence from School for Religious and Cultural Observances)*  
*Minn. Stat. §§ 121A.40-121A.56 (Pupil Fair Dismissal Act)*  
*Minn. Stat. § 260A.02 (Definitions)*  
*Minn. Stat. § 260A.03 (Notice to Parent or Guardian When Child is a Continuing Truant)*  
*Minn. Stat. § 260C.007, Subd. 19 (Habitual Truant Defined)*

*Minn. Stat. § 260C.201 (Dispositions; Children in Need of Protection or Services or Neglected and in Foster Care)*  
*Goss v. Lopez, 419 U.S. 565, 95 S.Ct. 729 (1975)*  
*Slocum v. Holton Board of Education, 429 N.W.2d 607 (Mich. App. Ct. 1988)*  
*Campbell v. Board of Education of New Milford, 475 A.2d 289 (Conn. 1984)*  
*Hamer v. Board of Education of Township High School District No. 113, 66 Ill. App.3d 7, 383 N.E.2d 231 (1978)*  
*Gutierrez v. School District R-1, 585 P.2d 935 (Co. Ct. App. 1978)*  
*Knight v. Board of Education, 38 Ill. App. 3d 603, 348 N.E.2d 299 (1976)*  
*Dorsey v. Bale, 521 S.W.2d 76 (Ky. 1975)*

**Cross References:** ISD 200 Policy 506 (Student Discipline)

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## **515 PROTECTION AND PRIVACY OF PUPIL RECORDS**

### **I. PURPOSE**

The school district recognizes its legal and ethical responsibility to protect the privacy rights of students and parents/guardians. This policy establishes requirements for the collection, maintenance, use, and disclosure of student education records in compliance with:

- A. United States Code, Title 20, Section 1232g (Family Educational Rights and Privacy Act FERPA);
- B. Code of Federal Regulations, Title 34, Part 99;
- C. Minnesota Statutes, Chapter 13 (Government Data Practices Act); and
- D. Minnesota Rules, Parts 1205.0100–1205.2000.

### **II. GENERAL STATEMENT OF POLICY**

- A. The school district shall maintain student records in a manner that ensures accuracy, security, and confidentiality.
- B. Parents/guardians and eligible students (age 18 or enrolled in postsecondary education) have the rights guaranteed under federal and state law, including the right to:
  1. Inspect and review education records;
  2. Request amendment of inaccurate or misleading records;
  3. Consent (with limited exceptions) to disclosures of personally identifiable information; and
  4. File a complaint with the U.S. Department of Education or the Minnesota Commissioner of Administration for violations.
- C. The district will provide annual notification of rights under FERPA and the Minnesota Government Data Practices Act.

### **III. DEFINITIONS**

- A. “Authorized Representative” means any entity or individual designated by the district, the U.S. Department of Education, or state/local educational authorities to audit, evaluate, or enforce education programs.
- B. “Biometric Record” means a record of measurable biological or behavioral characteristics

used for automated identification (e.g., fingerprints, retina scans, voiceprints, DNA).

C. “Dates of Attendance” means the period during which a student is enrolled in the district, including participation in classroom and alternative instructional formats. Does not include daily attendance logs.

D. “Directory Information” means information that is not generally considered harmful or invasive if disclosed.

1. For Hastings Public School, directory information includes:

- a) Student/Parent/Guardian name;
- b) Photograph, video, or electronic image;
- c) Date and place of birth;
- d) Grade level and enrollment status (full/part time);
- e) Major field of study;
- f) Dates of attendance;
- g) Participation in officially recognized activities and sports;
- h) Weight and height of athletic team members;
- i) Degrees, honors, and awards received; and
- j) The most recent educational agency attended.

2. Directory information does not include:

- a) Social security numbers;
- b) Student identification numbers or credentials used for system access;
- c) A student or parent/guardian’s personal contact information (home address, telephone number, email address) as restricted by Minnesota law;
- d) Data referencing religion, race, color, social position, or nationality; or
- e) Data on nonpublic school students, except as permitted with written consent.

E. “Education Records” means records directly related to a student and maintained by the district or a party acting for the district. Exclusions include:

1. Personal notes of instructional personnel not shared with others;

2. Law enforcement records maintained solely for law enforcement purposes;
  3. Employee records not related to student status;
  4. Treatment records made by health professionals used only for treatment purposes;
  5. Records created after a student is no longer enrolled and unrelated to prior attendance;  
or
  6. Peer-graded papers before collection by a teacher kept in the sole possession of the maker of the record; used as a personal memory aid; not accessible or revealed to any other individual except a substitute teacher; and destroyed at the end of the school year.
- F. “Education Support Services Data” means private data on individuals relating to programs designed to reduce disparities in student achievement. Disclosure is restricted to state law or court order.
- G. “Eligible Student” means a student who has reached 18 years of age or attends a postsecondary institution.
- H. “Juvenile Justice System” includes criminal justice agencies and the judiciary when involved in juvenile justice activities.
- I. “Legitimate Educational Interest” means A school official’s need to access education records for purposes directly related to instruction, student achievement, safety, or administration.
- J. “Parent” means a natural parent, guardian, or individual acting as a parent in the absence of a guardian, unless restricted by court order or law.
- K. “Personally Identifiable Information (PII)” includes, but is not limited to:
1. Student’s name;
  2. Parent or family member’s name;
  3. Address of the student or family;
  4. Personal identifiers such as Social Security number, student ID, or biometric record;
  5. Indirect identifiers such as date of birth, place of birth, or mother’s maiden name;
  6. Any other information that, alone or combined, could reasonably identify the student; or
  7. Information requested by someone the district reasonably believes knows the student’s identity.

- L. "Record" means any information recorded in any form, including handwriting, print, computer files, video or audio recordings, film, microfilm, or microfiche.
- M. "Responsible Authority" means Superintendent or designee.
- N. "Student" includes any individual who is or has been in attendance, enrolled, or registered at the school district and regarding whom the school district maintains education records. Student also includes applicants for enrollment or registration at the school district and individuals who receive shared time educational services from the school district.
- O. "School Official" includes: (a) a person duly elected to the school board; (b) a person employed by the school board in an administrative, supervisory, instructional, or other professional position; (c) a person employed by the school board as a temporary substitute in a professional position for the period of his or her performance as a substitute; and (d) a person employed by, or under contract to, the school board to perform a special task such as a secretary, a clerk, a public information officer or data practices compliance official, an attorney, or an auditor for the period of his or her performance as an employee or contractor.
- P. "Summary Data" means statistical records and reports derived from individuals in which no student can be identified.
- Q. "Other Terms and Phrases" means all other terms shall carry the definitions provided by state and federal law or their ordinary meaning in common usage.

#### **IV. GENERAL CLASSIFICATION**

Under state law, all data collected, created, received, or maintained by the school district are public unless classified by state or federal law as private or confidential. Student data are classified as private and may not be disclosed without parent/guardian or eligible student consent, except as permitted by FERPA, state law, or court order.

#### **V. STATEMENT OF RIGHTS**

##### **A. Rights of Parents and Eligible Students**

Parents and eligible students have the rights to:

1. Inspect and review the student's education records;
2. Request amendment of records believed to be inaccurate, misleading, or a violation of privacy rights;
3. Consent to the disclosures of personally identifiable information, except where

disclosure is permitted by law without consent;

4. Refuse release of names, addresses, and home telephone numbers of students in grades 11 and 12 to military recruiting officers or postsecondary institutions;
5. File a complaint with the U.S. Department of Education for violations of FERPA;
6. Be informed annually of their rights under the federal law; and
7. Obtain a copy of this policy from the location set forth in Section XXI.

B. Eligible Students

1. When a student turns 18 or enrolls in a postsecondary institution, all rights under this policy transfer from the parent to the student (“eligible student”);
2. Parents of a dependent eligible student may still access the student’s education records without consent; and
3. Parents may also access records without consent in a health or safety emergency if permitted under Code of Federal Regulations, Title 34, section 99.31(a).

C. Students with a Disability

For students with disabilities, the district complies with Code of Federal Regulations, Title 34, sections 300.610-300.617, which govern privacy, notice, access, recordkeeping, and accuracy of special education records.

**VI. DISCLOSURE OF EDUCATION RECORDS**

A. Consent Required

The school district must obtain signed and dated written consent from a parent or eligible student before releasing personally identifiable information from education records, except where disclosure without consent is authorized by law.

1. Required Elements of Consent. The written consent must:
  - a) Specify the records to be disclosed;
  - b) State the purpose(s) of the disclosure;
  - c) Identify the party or class of parties to whom disclosure may be made;
  - d) Explain the consequences of giving consent; and
  - e) Include a termination date, if appropriate.

2. Upon disclosure:

- a) A copy of the disclosed records must be provided to the parent or eligible student upon request; and
- b) If the student is not an eligible student, a copy must also be provided to the student upon the parent's request.

3. Electronic Consent:

- a) Identifies and authenticates the individual providing consent; and
- b) Confirms approval of the information contained in the consent.

4. Special Rule: Consent for Insurers:

- a) Written in plain language and dated;
- b) Specific about the individuals or agencies authorized to disclose information;
- c) Specific about the nature of the information to be disclosed;
- d) Specific about the recipients of the disclosure;
- e) Specific about the purposes of the disclosure, both current and future; and
- f) Limited by a clear expiration date:
  - (1) Generally no more than one year;
  - (2) Up to two years for life insurance or non-cancellable/guaranteed renewable health insurance; and
  - (3) Ongoing for Medical Assistance (Minnesota Statutes, chapter 256B) or MinnesotaCare (Minnesota Statutes, Chapter 256L) when related to IEP health services eligible for third-party reimbursement.

5. Eligible Student Consent

Whenever a student turns eighteen (18) or enrolls in a postsecondary institution, all rights under this policy transfer from the parent to the student. At that point, only the eligible student's consent is required, except as otherwise provided in Section V of this policy.

B. Prior Consent for Disclosure Not Required

The school district may disclose personally identifiable information (PII) from a student's

education record without written consent of the parent or eligible student when permitted by federal or state law, including but not limited to:

1. School Purposes

- a) To school officials, including teachers, with a legitimate educational interest;
- b) To contractors, consultants, volunteers, or other parties performing institutional services under direct control of the district, with restrictions on use and re-disclosure; and
- c) To officials of another school or institution where the student seeks or intends to enroll, including discipline and safety records as required by law.

2. Government and Oversight

- a) To authorized representatives of the U.S. Comptroller General, Attorney General, U.S. Department of Education, or Minnesota Department of Education;
- b) To state and local officials in the juvenile justice system, as authorized by statute, with written certification that the data will remain confidential;
- c) To accrediting organizations carrying out accreditation functions; or
- d) To the Secretary of Agriculture and representatives of the Food and Nutrition Service for program evaluation, subject to confidentiality protections.

3. Financial Aid and Benefits

- a) To determine eligibility, amount, or enforcement of financial aid; and
- b) To agencies conducting studies to improve instruction, administer student aid, or validate testing subject to strict agreements on confidentiality and data destruction.

4. Legal Requirements

- a) To comply with a judicial order or subpoena, with advance notice to parents/eligible students unless prohibited by law (e.g., grand jury subpoena, terrorism investigations, or child abuse proceedings); and
- b) When the district or a parent/eligible student initiates legal action involving the school district, relevant records may be disclosed to the court.

5. Health and Safety

- a) To appropriate parties, including parents, in an emergency where disclosure is

necessary to protect the health or safety of the student or others; and

- b) To juvenile justice authorities if necessary to protect safety or respond to a student posing a risk of harm.

#### 6. Directory and Contact Information

- a) Information designated as “directory information” under this policy;
- b) Names, addresses, and phone numbers of students in grades 11–12 to military recruiters or postsecondary institutions (unless parents/students opt out); and
- c) Parent or student contact information for transition planning for students with disabilities, as permitted under Minnesota law.

#### 7. Parents and Students

- a) To parents of a dependent student (for tax purposes), even if the student is an eligible student; and
- b) To the parent of a non-eligible student or to the student directly.

#### 8. Special Disclosures under Minnesota Law

- a) Certain student data must be disclosed to the juvenile justice system (e.g., student’s name, contact information, attendance, photographs, and parent contact information);
- b) Specific behavioral information (e.g., drug/alcohol use, assaults, weapons, theft, vandalism) may be disclosed if requested on the statutory form and no objection is received from the parent/guardian within required timelines; and
- c) Information from disposition orders or peace officer records must be shared with principals, counselors, and supervising staff as needed for safety, but may not be further disseminated except as allowed by law.

#### 9. Child Welfare

- a) To a caseworker or representative of a state, local, or tribal child welfare agency legally responsible for the care and protection of the student, subject to confidentiality protections.

Note: Every disclosure without consent must comply with FERPA (United States Code, Title 20, Section 1232g; Code of Federal Regulations, Title 34, Part 99), the Minnesota Government Data Practices Act (Minnesota Statutes, Chapter 13), and applicable

Minnesota Rules.

C. Nonpublic School Students

The school district may disclose personally identifiable information from the education records of a nonpublic school student (other than a student who receives shared time educational services) without the written consent only when:

1. Required by a valid court order;
2. Authorized by statute;
3. Provided to appropriate health authorities as necessary for immunization programs or epidemiological investigations determined by the Commissioner of the Minnesota Department of Health to be needed for disease or disability prevention; or
4. Provided to appropriate parties, including parents, during an emergency when the information is necessary to protect the health or safety of the student or others. ▫

**VII. RELEASE OF DIRECTORY INFORMATION**

A. Educational Data

1. Educational data designated as directory information is public data to the extent required under federal law. Directory information must be designated pursuant to:
  - a) Minnesota Statutes, section 13.32, subdivision 5; and
  - b) United States Code, Title 20, section 1232g, and Code of Federal Regulations, Title 34, Part 99.37 (which were in effect on January 3, 2012).
2. The school district may not designate a student's home address, telephone number, email address, or other personal contact information as directory information. A parent's/guardian's personal contact information must always be treated as private data, regardless of whether it was previously designated as directory information under Minnesota Statutes, section 13.32, subdivision 2.
3. When requested, the school district must share personal contact information and directory information, whether public or private, with the Minnesota Department of Education, as required for federal reporting purposes.

B. Former Students

Unless a former student opted out of directory information disclosure while enrolled (and has not rescinded that request), the school district may release directory information from records created while the individual was a student. Records created after the individual is

no longer enrolled and not directly related to attendance (e.g., alumni activities) are not considered education records and may be released without restriction.

C. Present Students and Parents

The school district may disclose records, and information regarding parents, without prior written consent, except as limited by this policy.

1. As required by federal law, the district will provide annual notice to parents and eligible students that includes:
  - a) The types of information designated as directory information;
  - b) The right to refuse disclosure of any or all of these types of information; and
  - c) The timeframe for submitting written notice to withhold directory information.
2. Parents and eligible students must be allowed a reasonable period after notice to submit a written request that some or all directory information not be disclosed without prior written consent. Opt-outs may not be used to:
  - a) Prevent disclosure of a student's name, ID number, or school district email address in a class in which the student is enrolled; or
  - b) Prevent use or display of student ID cards or badges containing information designated as directory information.
3. Directory information will not be disclosed or confirmed without written consent if the student's Social Security number or other non-directory information is used alone or in combination with other elements to identify the student.

D. Procedure for Nondisclosure of Directory Information

A written request to withhold directory information must be directed to the responsible authority and must include:

1. The student and/or parents name;
2. Home address;
3. Current school of attendance;
4. Parent's legal relationship to the student, (if applicable); and
5. Specific categories of directory information to be withheld.

Such requests apply only for the school year in which they are submitted

E. Duration

Directory information designations remain in effect for the school year unless the parent or eligible student submits a written opt-out request as described above.

**VIII. DISCLOSURE OF PRIVATE RECORDS**

A. Private Records

For the purposes of this policy, education records are records classified as private data on individuals under state law and accessible only to the student who is the subject of the data and if the student is not an eligible student, to the student's parent. The school district may not disclose private records or their contents except as summary data, or as otherwise provided in Section VI of this policy, , without the prior written consent of the parent or the eligible student. The school district will use reasonable methods to verify and authenticate the identity of parents, students, school officials, and any other party prior to disclosing personally identifiable information from education records.

B. Private Records Not Accessible to Parent

Certain education record information is intended by state law to be accessible to the student alone, and to a parent only under special circumstances, if at all.

1. A minor student may submit a written request to the responsible authority to deny parental access to specified private data. The request must state the reasons for denial and be signed by the minor student.
2. Upon receiving such a request, the responsible authority will determine whether honoring the request is in the best interest of the minor. In making this determination, the responsible authority shall consider:
  - a) whether the minor is of sufficient age and maturity to understand the request and its consequences;
  - b) Whether denying parental access may protect the minor from physical or emotional harm;
  - c) Whether the minor's stated reasons are reasonably accurate;
  - d) Whether disclosure to the parent may lead to physical or emotional harm; and
  - e) Whether the data concerns medical, dental or other health services provided pursuant to Minnesota Statutes, sections 144.341-144.347, in which case, release to

a parent may occur only if failure to inform the parent would seriously jeopardize the minor's health.

C. Private Records Not Accessible to Student

A student does not have the right to access private data concerning:

1. Financial records and statements of the student's parent; or
2. Any information contained within those records.

D. Military-Connected Youth Identifier

When a school district updates its enrollment forms in the ordinary course of business, it must include a checkbox allowing students to self-identify as a military-connected youth. A military-connected youth is defined as a student with an immediate family member (parent or sibling) who is:

1. Currently serving in the armed forces, either as a reservist or on active duty; or
2. Recently retired from the armed forces.

Data collected under this provision is classified as private data on individuals. However, the Minnesota Department of Education may publish such data in summary form.

**IX. DISCLOSURE OF CONFIDENTIAL RECORDS**

A. Confidential Records

Confidential records are records classified as not public under state or federal law. These records are inaccessible to the student, the student's parents, and to an eligible student, except as expressly authorized by law.

B. Reports Under the Maltreatment of Minors Reporting Act

Pursuant to Minnesota Statutes, Chapter 260E written copies of reports pertaining to a neglected and/or physically and/or sexually abused child shall be accessible only to the appropriate welfare and law enforcement agencies. For all other parties, such data is confidential and will not be disclosed by the school district to the parent or the subject individual.

1. The subject individual may obtain a copy of the report directly from the local welfare agency, county sheriff, or local police department, subject to the provisions of Minnesota Statutes, Chapter 260E;
2. Regardless of whether a written report is filed, as soon as practicable after a school

receives information regarding an incident that may constitute maltreatment of a child in a school facility, the school shall inform the parent, legal guardian, or custodian of the child that:

- a) an incident occurred that may constitute maltreatment;
- b) the date of the incident; and
- c) the nature of the conduct that may contribute to maltreatment.

C. Investigative Data

1. Data collected by the school district as part of an active investigation for the purpose of commencing or defending a pending civil legal action, or retained in anticipation of such action, are classified as:
  - a) Protected nonpublic data if the data is not on individuals; or
  - b) Confidential data if the data is on individuals.
2. The school district may release such data if it determines that disclosure will:
  - a) Aid the law enforcement process;
  - b) Promote public health or safety; or
  - c) Dispel widespread rumor or unrest.
3. Additional provisions regarding investigative data:
  - a) A complainant has access to the statement(s) he or she provided to the school district;
  - b) Parents or eligible students may have access to investigative data of which the student is the subject, but only to the extent such data is not inextricably intertwined with data about other students, employees, or attorney data under Minnesota Statutes, section 13.393;
  - c) Once a civil investigation becomes inactive, civil investigative data becomes public, unless its release would jeopardize another pending civil action, except for those portions classified as not public under state or federal law; and
  - d) Civil investigative data introduced as evidence in court or made part of a court record shall be public.
4. For purposes of this provision, a civil investigation becomes inactive upon:

- a) A decision by the school district, or its attorney not to pursue civil legal action (with the possibility of reactivation if the action is renewed);
- b) Expiration of the statute of limitations or applicable agreement period to file a complaint; or
- c) Exhaustion or expiration of appeal rights by either party.

A “pending civil legal action” including, but not limited to, judicial, administrative, or arbitration proceedings.

**D. Chemical Abuse Records**

Any records maintained by the school district that identify, diagnose, provide prognosis, or treatment information of a student in connection with a drug abuse prevention function conducted, regulated, or assisted (directly or indirectly) by a United States department or agency are classified as confidential. Such records may only be disclosed for purposes and under the circumstances expressly authorized by law.

**X. DISCLOSURE OF SCHOOL RECORDS PRIOR TO EXCLUSION OR EXPULSION HEARING**

At a reasonable time before any exclusion or expulsion hearing, the student and the student’s parent/guardian, or representative shall be granted access to all school district records pertaining to the student. This includes any tests, reports, or other materials upon which the proposed action may be based, in accordance with the Minnesota Pupil Fair Dismissal Act, Minnesota Statutes, section 121A.40, *et seq.*

**XI. DISCLOSURE OF DATA TO MILITARY RECRUITING OFFICERS AND POSTSECONDARY EDUCATIONAL INSTITUTIONS**

- A. The school district will provide the names, addresses, school-provided email addresses (if available, released only to military recruiters), and home telephone numbers of students in grades 11 and 12 to military recruiting officers and postsecondary educational institutions within 60 days of the request unless a parent or eligible student has opted out in writing.
- B. Data released to military recruiters:
  - 1. May only be used to inform students about military service, state and federal veterans’ education benefits, and other career and educational opportunities;
  - 2. May not be shared with anyone outside military recruiting personnel; and
  - 3. Will be provided at no cost.

### C. Right to Refuse Disclosure

1. A parent or eligible student may refuse the release of the above information by submitting a written request to the responsible authority by the first day of school each year. The request must include:
  - a) Name of student and parent (if applicable);
  - b) Home address;
  - c) Student's grade level;
  - d) School presently attended by student;
  - e) Parent's legal relationship to student (if applicable);
  - f) Specific category or categories of information which are not to be released to military recruiting officers and postsecondary educational institutions; and
  - g) Specific category or categories of information which are not to be released to the public, including military recruiting officers and postsecondary educational institutions.

D. The school district will provide annual public notice of the right to refuse release.

E. Refusal to release this information does not affect the release of other directory information. To make directory information private, the procedures in Section VII must be followed. Unless such a request is made, designated directory information, including name, address, phone number, and grade level, remains public and accessible to military recruiting officers and postsecondary educational institutions.

## **XII. LIMITS ON REDISCLOSURE**

### A. Redisclosure Restrictions

The school district may only share personally identifiable information from a student's education records on the condition that the receiving party will not disclose the information without the prior written consent from the parent or the eligible student. Officers, employees, and agents of any party receiving may use the information, but only for the purposes for which it was provided.

### B. Permitted Redislosure

1. This restriction does not prevent the school district from allowing a party to make further disclosures on its behalf, provided:

- a) The redisclosures comply with Section VI; and
- b) The school district meets the record-keeping requirements of Section XIII.

## 2. Exceptions

The restriction does not apply to:

- a) Disclosures under court orders, lawfully issued subpoenas, or litigation;
- b) Disclosure of directory information (Section VII);
- c) Disclosures to the parent, eligible student, or parents of dependent students;
- d) Disclosures concerning sex offenders or others required to register under federal law (42 U.S.C. § 14071); and
- e) For redisclosures based on a court order or subpoena, the school district must provide the notification required under Section XII(D).

### C. Classification

Information retains the same classification in the hands of the receiving party as it had when held by the school district.

### D. Notification

The school district must inform the receiving party of these redisclosure requirements, except in cases of court-ordered disclosures, directory information, or disclosures to parents or eligible students. If the Family Policy Compliance Office finds that a third party improperly discloses personally identifiable information or fails to receive required notification, the school district may deny that party access to education records for at least five (5) years.

## **XIII. RESPONSIBLE AUTHORITY; RECORD SECURITY; AND RECORDKEEPING**

### A. Responsible Authority

The responsible authority is charged with the overall maintenance and security of student records.

### B. Record Security

The principal of each school, under the supervision of the responsible authority, serves as the school's records manager, and is responsible for maintaining the privacy and confidentiality of student records.

C. Plan for Securing Student Records

By September 1 each school year, each building principal must submit a written plan to the responsible authority detailing:

1. Records maintained;
2. Names and titles of staff responsible for record security;
3. Location of student records, by category;
4. Method of securing records; and
5. Procedures for access and disclosure.

D. Review of Security Plans

The responsible authority shall review submitted plans for compliance with law, this policy, and district administrative policies. A consolidated chart summarizing all plans shall be attached to this policy.

E. Record Keeping

1. For every request for or disclosure of personally identifiable information from a student's education records, the principal must maintain a record including:
  - a) The parties who requested or received information;
  - b) the legitimate interests these parties had; and
  - c) Names of the state and local, and federal authorities permitted further disclosure under Section VI(B)(4).
2. If information is disclosed under Section XII(B), the record must also include:
  - a) Names of the additional parties to whom the information may be further disclosed;
  - b) the legitimate interests of these additional parties; and
  - c) Copies of any record of further disclosures maintained by authorities receiving the information.
3. Exceptions  
Recordkeeping is not required for:
  - a) Requests or disclosures to a parent or eligible student;

- b) Disclosures with parent/student consent;
- c) Other school officials under Section VI(B)(1);
- d) Directory information under Section VII; or
- e) Disclosures under court orders, subpoenas, or ex parte orders for law enforcement or terrorism investigations.

4. Inspection of Records

Records of requests and disclosures may be inspected by:

- a) The student's parent or eligible student;
- b) School official responsible for records e custody; and
- c) Parties authorized by law to audit the district's recordkeeping procedures.

5. Health and Safety Emergency Disclosures

For disclosures made under a health or safety emergency, the record must include:

- a) The articulable and significant threat that justified the disclosure; and
- b) The parties to whom information was disclosed.

6. Retention

All records of requests and disclosures must be maintained with the student's education records for as long as those records are retained by the school district.

## **XIV. RIGHT TO INSPECT AND REVIEW EDUCATION RECORDS**

### **A. Eligible Individuals**

The school district shall permit the following individuals to inspect or review a student's education records, except for records made confidential by state or federal law or as restricted in Section VIII of this policy.

- 1. The parent of a student;
- 2. An eligible student; or
- 3. The parent of an eligible student who is also a dependent student.

### **B. Response to Request**

The school district shall respond to any request to inspect or review records immediately if

possible, or within ten (10) days, excluding Saturdays, Sundays, and legal holidays.

C. Scope of Inspection and Review

The right to inspect and review education records includes:

1. The right to to receive explanations and interpretations of the records upon reasonable request;
2. If circumstances prevent inspection in person, the school district shall provide a copy of the records or make other arrangements for review; and
3. This policy does not limit the frequency of inspection for parents or guardians of students with disabilities or for eligible students who have reached the age of majority.

D. Form of Request

Requests to inspect records must be submitted in writing and should identify as precisely as possible the record or records requested.

E. Collection of Records

If a student's records are maintained at multiple locations, the responsible authority may collect the records for inspection at one site. If the parent or eligible student wishes to inspect records where they are maintained, the school district shall attempt to accommodate this request and notify them of the time and place for inspection.

F. Records Containing Information on Multiple Students

If the education records contain information about more than one student, the parent or eligible student may inspect only the specific information which pertains to their child or themselves.

G. Authority to Inspect or Review

The school district may presume that either parent has authority to inspect or review the student's education records unless provided evidence (e.g., court orders, state laws, marriage dissolution or custody arrangements) indicating otherwise.

H. Fees for Copies

1. The school district may charge a reasonable fee for photocopies or printed copies of records unless printing is the only means to allow inspection. Factors in determining a reasonable fee include:
  - a) The cost of materials (e.g. paper);

- b) Labor to prepare the copies;
  - c) Standard copying charges;
  - d) Special costs for machine-based record systems; and
  - e) Mailing costs.
2. For 100 or fewer pages of black-and-white letter or legal size copies, the charge shall not exceed \$0.25 per page.
  3. Costs are the responsibility of the parent or eligible student.
  4. No fee may be charged if it would effectively prevent, or in the case of a student with a disability, impair the right to inspect or review the records.

## **XV. REQUEST TO AMEND RECORDS; PROCEDURES TO CHALLENGE DATA**

### **A. Request to Amend Education Records**

1. A parent of a student or an eligible student who believes that information in the student's education records is inaccurate, misleading, or in violation of the student's privacy rights may request an amendment.
2. The request must:
  - a) Be in writing, signed, and dated;
  - b) Identify the specific item in question;
  - c) State the reason it is believed to be inaccurate, misleading, or a violation of rights; and
  - d) Specify the correction sought.
3. The school district shall decide within thirty (30) days whether to amend the record.
4. If the request is denied, the district shall provide written notice of refusal and inform the parent or eligible student of the right to a hearing.

### **B. Right to a Hearing**

If the school district refuses to amend the education records of a student, the school district, on request, shall provide an opportunity for a hearing in order to challenge the content of the student's education records to ensure that information in the education records of the student is not inaccurate, misleading, or otherwise in violation of the privacy or other rights of the student. A hearing shall be conducted in accordance with Subdivision C. of this

section.

1. Upon request, the district shall provide a hearing to challenge the content of a student's education records to ensure the records are not inaccurate, misleading, or otherwise in violation of privacy rights.
2. If the hearing results in a decision to amend the record, the district shall do so and provide written notice to the parent or eligible student.
3. If the district upholds the accuracy of the record, the parent or eligible student has the right to place a written statement in the record:
  - a) Commenting on the contested information; and/or
  - b) Stating disagreement with the district's decision.
4. Any such statement will be maintained with the student's education record for as long as the record is retained. If the record or contested portion is disclosed to a third party, the statement must also be disclosed.

C. Conduct of Hearing

1. The hearing shall be held within a reasonable period of time after the district receives the request. Written notice of the date, place, and time shall be provided in advance.
2. The hearing may be conducted by an individual, including a district official, who does not have a direct interest in the outcome.
3. The school board attorney shall attend to present the district's position and advise the hearing officer on legal and evidentiary matters.
4. The parent or eligible student shall be given a full and fair opportunity to present evidence and may be represented, at their own expense, by an individual of their choice, including an attorney.
5. A written decision shall be issued within a reasonable period of time following the hearing. The decision shall:
  - a) Be based solely on evidence presented at the hearing;
  - b) Include a summary of the evidence; and
  - c) State the reasons for the decision.

D. Appeal

The final decision of the designated hearing officer may be appealed in accordance with

Minnesota Statutes, Chapter 14, relating to contested cases.

## **XVI. PROBLEMS ACCESSING DATA**

### **A. Data Practices Compliance Official**

The data practices compliance official shall be the designated employee to whom individuals may direct questions or concerns regarding difficulties in obtaining access to data or other data practices issues. The data practices compliance official shall be the Superintendent or designee.

### **B. Requests for Reasonable Modifications**

Any individual with a disability who requires reasonable modifications of the school district's policies or procedures in order to access education records shall submit such a request to the data practices compliance official.

## **XVII. COMPLAINTS FOR NON COMPLIANCE WITH FERPA**

### **A. Where to File Complaints**

Complaints regarding alleged violations of the rights accorded to parents and eligible students under FERPA, and the regulations promulgated thereunder, shall be submitted in writing to:

Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue S.W.  
Washington, D.C. 20202

### **B. Content of Complaint**

A complaint filed pursuant to this section must include specific factual allegations providing reasonable cause to believe that a violation of FERPA or its implementing regulations has occurred.

## **XVIII. WAIVER**

A parent or an eligible student may waive any rights provided under FERPA. A waiver is valid only if it is in writing and signed by the parent or eligible student. The school district may not require or condition services upon the execution of such a waiver.

## **XIX. ANNUAL NOTIFICATION OF RIGHTS**

### **A. Contents of Notice**

The school district shall annually notify parents of students currently in attendance and eligible students currently in attendance, by means reasonably likely to inform them, of the following rights:

1. The right to inspect and review the student's education records, and the procedure for exercising this right.
2. The right to seek amendment of the student's education records to ensure that the records are not inaccurate, misleading, or otherwise in violation of the student's privacy or other rights, and the procedure for requesting amendment.
3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that federal and state law authorize disclosure without consent.
4. The right to file a complaint with the U.S. Department of Education concerning an alleged failure by the school district to comply with FERPA and its implementing regulations.
5. The criteria for determining who constitutes a "school official" and what constitutes a "legitimate educational interest" for purposes of disclosing education records to other school officials identified by the school district as having such interests.

**B. Notification to Parents of Students with a Primary Home Language Other Than English**

The school district shall take appropriate measures to effectively notify parents of students identified as having a primary or home language other than English.

**C. Notification to Parents or Eligible Students Who Have a Disability**

The school district shall take appropriate measures to effectively notify parents or eligible students identified as having a disability.

**XX. DESTRUCTION AND RETENTION OF RECORDS**

The destruction and retention of student records shall be governed by applicable state and federal law, including but not limited to the Minnesota Records Retention Schedule for School Districts and the Family Educational Rights and Privacy Act (FERPA).

The school district shall not destroy any education records if there is an outstanding request by a parent or eligible student to inspect and review such records. Personally identifiable information contained in education records shall be destroyed when no longer needed to provide educational services to the student, except when law requires maintenance of the records.

## XXI. COPIES OF POLICY

Copies of this policy shall be available to parents and eligible students upon request at the district office and shall also be accessible on the school district's official website.

- Legal References:** *Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)*  
*Minn. Stat. § 13.32, Subd. 5 (Directory Information)*  
*Minn. Stat. § 13.393 (Attorneys)*  
*Minn. Stat. Ch. 14 (Administrative Procedures Act)*  
*Minn. Stat. § 120A.22 (Compulsory Instruction)*  
*Minn. Stat. § 121A.40-121A.56 (The Pupil Fair Dismissal Act)*  
*Minn. Stat. § 121A.75 (Receipt of Records; Sharing)*  
*Minn. Stat. § 127A.852 (Military-Connected Youth Identifier)*  
*Minn. Stat. § 144.341-144.347 (Consent of Minors for Health Services)*  
*Minn. Stat. Ch. 256B (Medical Assistance for Needy Persons)*  
*Minn. Stat. Ch. 256L (MinnesotaCare)*  
*Minn. Stat. § 260B.171, Subds. 3 and 5 (Disposition Order and Peace Officer Records of Children)*  
*Minn. Stat. Ch. 260E (Reporting of Maltreatment of Minors)*  
*Minn. Stat. § 363A.42 (Public Records; Accessibility)*  
*Minn. Stat. § 480.40 (Personal Information, Dissemination)*  
*Minn. Stat. § 626.557 (Reporting of Maltreatment of Vulnerable Adults)*  
*Minn. Rules Parts 1205.0100-1205.2000 (Data Practices)*  
*10 U.S.C. § 503(b) and (c) (Enlistments: Recruiting Campaigns; Compilation of Directory Information)*  
*18 U.S.C. § 2331 (Definitions)*  
*18 U.S.C. § 2332b (Acts of Terrorism Transcending National Boundaries)*  
*20 U.S.C. § 1232g et seq. (Family Educational Rights and Privacy Act)*  
*20 U.S.C. § 6301 et seq. (Every Student Succeeds Act)*  
*20 U.S.C. § 7908 (Armed Forces Recruiting Information)*  
*20 U.S.C. § 7917 (Transfer of School Disciplinary Records)*  
*25 U.S.C. § 5304 (Definitions – Tribal Organization)*  
*26 U.S.C. §§ 151 and 152 (Internal Revenue Code)*  
*42 U.S.C. § 1711 et seq. (Child Nutrition Act)*  
*42 U.S.C. § 1751 et seq. (Richard B. Russell National School Lunch Act)*  
*34 C.F.R. §§ 99.1-99.67 (Family Educational Rights and Privacy)*  
*34 C.F.R. § 300.610-300.627 (Confidentiality of Information)*  
*42 C.F.R. § 2.1 et seq. (Confidentiality of Drug Abuse Patient Records)*  
*Gonzaga University v. Doe, 536 U.S. 273 309 (2002)*  
*Dept. of Admin. Advisory Op. No. 21-008 (December 8, 2021)*
- Cross References:** *ISD 200 Policy 414 (Mandated Reporting of Child Neglect or Physical or Sexual Abuse)*  
*ISD 200 Policy 417 (Chemical Use and Abuse)*  
*ISD 200 Policy 506 (Student Discipline)*

*ISD 200 Policy 515.1FRM (Directory Information Opt Out Form)*  
*ISD 200 Policy 515.2FRM (Consent to Release Private Data)*  
*ISD 200 Policy 519 (Interviews of Students by Outside Agencies)*  
*ISD 200 Policy 520 (Student Surveys)*  
*ISD 200 Policy 722 (Public Data Requests)*  
*MSBA School Law Bulletin “I” (School Records – Privacy – Access to Data)*

**Resources:**

*U.S. Department of Education:*

*FAQs on Photos and Videos under FERPA | Protecting Student Privacy*

*Letter to Wachter Regarding Surveillance Video of Multiple Students | Protecting Student Privacy*

*School Resource Officers, School Law Enforcement Units, and the Family Educational Rights and Privacy Act (FERPA) | Protecting Student Privacy*

*Protecting Student Privacy While Using Online Educational Services: Requirements and Best Practices | Protecting Student Privacy*

*FERPA/IDEA Crosswalk | Protecting Student Privacy*

*What is the Protection of Pupil Rights Amendment? | Protecting Student Privacy*

*Minnesota Department of Health:*

*The Family Educational Rights and Privacy Act (FERPA) and Immunization Data (including Possible School Consent Language for Sharing Immunization Data with Registries)*

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## **615 TESTING ACCOMMODATIONS, MODIFICATIONS, AND EXEMPTIONS FOR IEPs, SECTION 504 PLANS, AND ELLEP STUDENTS**

### **I. PURPOSE**

The purpose of the policy is to provide adequate opportunities for students identified as having an individualized education program (IEP), Rehabilitation Act of 1973, Section 504 accommodation plan (504 plan), or English Learner (EL) needs to participate in statewide assessment systems designed to hold schools accountable for the academic performance of all students.

### **II. GENERAL STATEMENT OF POLICY**

A. The Federal Every Student Succeeds Act (ESSA) and Minnesota statutes require that public school students be assessed annually in reading, mathematics, and science. The Minnesota Comprehensive Assessment (MCA), the Minnesota Test of Academic Skills (MTAS), and Alternate Minnesota Comprehensive Assessment (Alt MCA) are the standards-based accountability assessments used to meet this requirement.

The MCA and MTAS/Alt MCA are criterion-referenced assessments, which means they measure a snapshot of student learning of a fixed set of criteria: the Minnesota Academic Standards. The Minnesota K–12 Academic Standards are revised every ten (10) years, according to a schedule determined by the state legislature. When standards are updated, the statewide assessments are also updated with a new series to align to the new standards. The new assessments are administered when the new academic standards are fully implemented.

B. Minnesota Test of Academic Skills (MTAS) and the Alternate Minnesota Comprehensive Assessment (Alt MCA)

1. The Minnesota Test of Academic Skills (MTAS) and Alternate Minnesota Comprehensive Assessment (Alt MCA) are the standards-based accountability assessments designed for, and limited to, students with the most significant cognitive disabilities. They are designed to measure student progress toward Minnesota's academic standards and meet the requirements of the Elementary and Secondary Education Act (ESEA). Students who receive special education services and meet the eligibility criteria may take the MTAS/Alt MCA.

2. In compliance with the transition to new Minnesota academic standards, the Minnesota Department of Education (MDE) is developing alternative assessments, the Alt MCA,

to replace the MTAS, according to the following schedule:

- a) Science Alternate MCA (2024-25 school year);
- b) Reading Alternate MCA (2025-26 school year); and
- c) Mathematics Alternate MCA (2027-28 school year).

### **III. DEFINITIONS**

A. “Most Significant Cognitive Disability” This term describes students whose cognitive impairments may prevent them from attaining grade-level achievement standards, even with the very best instruction. IEP teams may use the following characteristics to identify if a student has a most significant cognitive disability:

1. The student’s cognitive functioning is significantly below age expectations. The IEP team can determine that a student may be significantly below the average cognitive functioning of typically developing peers by
  - a) A standardized norm-referenced measure of cognitive functioning; or
  - b) When formal cognitive assessments are inappropriate, invalid or documented in other ways, other data-based measures may be used to document functioning significantly below age expectations as referenced in the Individuals with Disabilities Education Act (IDEA).
2. The student’s disability has a significant impact on their ability to function in multiple environments, including home, school and community.
3. The student needs explicit and intensive instruction and/or extensive supports in multiple settings to acquire, maintain and generalize academic and life skills to actively participate in school, work, home and community environments.

B. Other key terms are defined in the current MDE Procedures Manual for the Minnesota Assessments (see Resources).

### **IV. ALTERNATIVE ASSESSMENT**

#### **A. Initial Steps**

1. The school district will utilize the existing annual review of IEPs or 504 plans to review, on a case-by-case basis, and determine how a student with a disability will participate in statewide testing.
2. The IEP must review the student’s instructional program to ensure that the student is receiving instruction linked to the general education curriculum to the extent

appropriate. If instruction is not linked to the general education curriculum, the IEP team must review the student's goals and determine how access to the general curriculum will be provided.

3. The IEP team must first consider the student's ability to participate in the MCA, with or without accommodations. The IEP team must document, in the IEP, the reasons why the MCA is or is not an appropriate measure of the student's academic progress and how the student would participate in statewide testing

If the IEP team establishes that the MCA is not an appropriate measure of the student's knowledge and skills on grade-level content standards, even when the student is provided allowable and appropriate accommodations, the IEP team may consider the administration of an alternate assessment.

4. Participation decisions will be made separately for mathematics, reading, and science. Participation decisions must be made annually and documented in a student's IEP. ~~The assessment options are the Minnesota Comprehensive Assessment (MCA) and the MTAS.~~

#### B. Alternate Assessment Eligibility Requirements

1. ~~The following requirements must be met~~ for a student with a significant cognitive disability to be eligible for an alternative assessment, the IEP team must determine that the following are true: ~~the MTAS:~~
  - a) The student's cognitive functioning to be significantly below age expectations;
  - b) The student's disability has a significant impact on their ability to function in multiple environments, including home, school, and community; and
  - c) The student needs explicit and intensive instruction and/or extensive support in multiple settings to acquire, maintain, and generalize academic and life skills to actively participate in school, work, home, and community environments. ~~The IEP team must consider the student's ability to access the MCA, with or without accommodations;~~
2. Alternate assessment participation decisions must not be made on the following factors:
  - a) Student's disability category as defined in Minnesota Rules, part 3525.1325-1348;
  - b) Educational environment or instructional setting;
  - c) Participation in a separate, specialized curriculum;

- d) An expectation that the student will receive a low score on the MCA;
- e) Language, social, cultural, or economic differences; or
- f) Concern for participation rate calculations at the district level.
  - (1) ~~The IEP must review the student's instructional program to ensure that the student is receiving instruction linked to the general education curriculum to the extent appropriate. If instruction is not linked to the general education curriculum, the IEP team must review the student's goals and determine how access to the general curriculum will be provided,¶¶~~
  - (2) ~~The IEP team determined the student's cognitive functioning to be significantly below age expectations. The team also determined that the student's disability has a significant impact on his or her ability to function in multiple environments, including home, school, and community,¶¶~~
  - (3) ~~The IEP team determined that the student needs explicit and intensive instruction and/or extensive supports in multiple settings to acquire, maintain, and generalize academic and life skills in order to actively participate in school, work, home, and community environments,¶¶~~
  - (4) ~~The IEP team must document, in the IEP, reasons the MCA is or is not an appropriate measure of the student's academic progress and how the student would participate in statewide testing.~~
- g) ~~MTAS participation decisions must not be made on the following factors:¶¶~~
  - (1) ~~Student's disability category,¶¶~~
  - (2) ~~Placement,¶¶~~
  - (3) ~~Participation in a separate, specialized curriculum,¶¶~~
  - (4) ~~An expectation that the student will receive a low score on the MCA,¶¶~~
  - (5) ~~Language, social, cultural, or economic differences,¶¶~~
- h) ~~Concern for accountability calculations.~~

**V. ALTERNATE ACCESS FOR ELs ~~Alternate ACCESS for ELs~~**

**A. ACCESS for ELs**

1. All English learners in grades K–12 in public schools are required to participate annually in an English language proficiency assessment. With very few exceptions, all

English learners take the ACCESS for ELs.

Minnesota students identified as English learners (ELs) require an additional assessment to determine their progress toward English language proficiency. These students take the WIDA ACCESS assessment annually. English learners who receive special education services and meet alternate assessment participation guidelines may take the WIDA Alternate ACCESS.

The school district will utilize the existing annual review of IEPs or 504 plans to review, on a case-by-case basis, and determine how an identified EL student with a disability will participate in statewide testing. Some students with significant cognitive disabilities may be eligible to take the Alternate ACCESS for ELs instead of the ACCESS for ELLs.

#### B. Eligibility Requirements

1. The student is ~~must be~~ identified as an English Learner (EL) and is reported as EL in student enrollment data submitted in the Minnesota Automated Reporting Student System (MARSS); ~~in order to take an English language proficiency assessment.~~
2. The student must have a most significant cognitive disability. ~~If the student has been identified as eligible to take the MTAS in mathematics, reading, or science, the student meets this criterion.~~
3. The student cannot meaningfully participate in the WIDA ACCESS, even with allowable accommodations.
4. The IEP team must document, in the IEP, reasons the MCA is or is not an appropriate English language proficiency assessment for the student.
  - a) ~~For students in grades that the MTAS is not administered: ¶~~
    - (1) ~~the student must have cognitive functioning significantly below age level; ¶~~
    - (2) ~~the student's disability must have a significant impact on his or her ability to function in multiple environments, including home, school, and community; and ¶~~
  - b) ~~the student needs explicit and intensive instruction and/or extensive supports in multiple settings to acquire, maintain, and generalize academic and life skills in order to actively participate in school, work, home, and community environments.~~
  - c) The IEP team must consider the student's ability to access the ACCESS, with or without accommodations.
  - d) The IEP team must document, in the IEP, reasons the MCA is or is not an

appropriate English language proficiency assessment for the student.

C. Alternate ACCESS participation decisions must not be made on the following factors:

1. Student's disability category alone;
2. Student's placement or instructional setting;
3. Student's language, or other social, cultural, or economic factors; ~~Participation in a separate, specialized curriculum;~~
- a) ~~Current level of English language proficiency;~~
4. The expectation that the student will receive a low score on the WIDA ACCESS; ~~for ELs;~~ and
5. A desire to simplify test administration, which may include behavioral concerns or anticipated emotional distress.
  - a) ~~Student's language, or other social, cultural, or economic factors; difference~~
  - b) ~~Concern for accountability calculations.~~

D. ~~EL Students New to the United States~~

~~EL students new to the United States will take all assessments, including all academic assessments (math, reading, and science), as well as the English Language Proficiency Assessment (ACCESS).~~

~~**DEFINITION OF TERMS**~~

~~See the current "Procedures Manual for the Minnesota Assessments" which is produced by the Minnesota Department of Education and available through [minnesota.pearsonaccessnext.com/policies-and-procedures](http://minnesota.pearsonaccessnext.com/policies-and-procedures).~~

**VI. GRANTING AND DOCUMENTING ACCOMMODATIONS, MODIFICATIONS, OR EXEMPTIONS FOR BASIC STANDARDS TESTING**

See Chapter 4 of the current "Procedures Manual for the Minnesota Assessments" and Guidelines for Administration of Accommodations and Linguistic Supports.

**VII. RECORDS**

All test accommodations, modifications, or exemptions shall be reported to the School District Test Administrator. The School District Test Administrator shall be responsible for keeping a list of all such test accommodations, modifications, and exemptions for school district audit

purposes. Testing results will be documented and reported.

**Legal References:** *Minn. Stat. § 120B.11 (School District Process For Reviewing Curriculum, Instruction and Student Achievement Goals; Striving for Comprehensive Achievement and Civic Readiness)*  
*Minn. Stat. § 120B.30 (Statewide Testing and Reporting System)*  
*Minn. Stat. § 125A.08 (Individualized Education Programs)*  
*Minn. Rules Parts 3501.0660 (Academic Standards for Language Arts)*  
*Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)*  
*Minn. Rules Part 3501.0820 (Academic Standards for the Arts)*  
*Minn. Rules Parts 3501.0900-3501.0955 (Academic Standards in Science)*  
*Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)*  
*Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical Education)*

**Cross References:** *ISD 200 Policy 601 (School District Curriculum and Instruction Goals)*  
*ISD 200 Policy 613 (Graduation Requirements)*  
*ISD 200 Policy 614 (School District Testing Plan and Procedure)*

**Resources:** *Minnesota Department of Education:*  
[Alternate Assessments](#)  
[Statewide Assessments Policies and Procedures](#)  
[Eligibility Requirements and Decision-Making Tool for Minnesota Alternative Assessment](#)  
[English Learner Education](#)  
[Minnesota's Assessments for English Learners](#)  
[WIDA Alternate ACCESS Participation Decision Tree](#)

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## 701 ESTABLISHMENT, ADOPTION AND MODIFICATION OF SCHOOL DISTRICT BUDGET

### I. PURPOSE

The purpose of this policy is to establish lines of authority and procedures for the establishment, adoption and modifications of the school district's revenue and expenditure budgets.

### II. GENERAL STATEMENT OF POLICY

The policy of the school district is to establish its revenue and expenditure budgets in accordance with the applicable provisions of law. Budget planning is an integral part of program planning so that the annual budget will effectively express and implement school board goals and the priorities of the school district.

### III. REQUIREMENT

- A. The superintendent or director of finance and operations, or such other school officials as designated by the superintendent or the school board will prepare preliminary revenue and expenditure budgets each year for review by the school board or the Finance Committee. ~~The preliminary budgets will be accompanied by such written commentary as may be necessary for them to be clearly understood by the members of the school board and the public. The school board will review the projected revenues and expenditures for the school district for the next fiscal year and make such adjustments in the expenditure budget as necessary to carry out the education program within the revenues projected.~~ When projected expenditures exceed projected revenues, the school board may consider use of an available fund balance, in accordance with ISD 200 Policy 714 Fund Balance.
- B. ~~The school district must maintain separate accounts to identify revenues and expenditures for each building.~~ Expenditures will be reported in compliance with Minnesota Statutes, section 123B.76.
- C. Prior to July 1 of each year, the school board will approve and adopt its ~~initial~~ revenue and expenditure budgets for the next school year. The ~~adopted expenditure~~ budget document will be considered ~~expenditure-authorization or appropriations document. the school board's expenditure authorization for that school year.~~ No funds may be expended for any purpose in any school year prior to the adoption of the budget document which authorizes that expenditure for that year, or prior to the adoption of an amendment to that budget document by the school board to authorize that expenditure for that year.
- D. Each year, the school district ~~must will~~ publish its adopted revenue and expenditure budgets for the current year, the actual revenues, expenditures, and fund balances for the prior year,

and the projected fund balances for the current year in the form prescribed by the Commissioner of the Minnesota Department of Education (Commissioner) within one week of the acceptance of the final audit by the school board, or November 30, whichever is earlier. A statement ~~must~~ will be included in the publication that the complete budget in detail may be inspected by any resident of the school district upon request to the District Office. ~~A summary of this information and the address of the school district's official website where the information can be found must be published in a newspaper of general circulation in the school district.~~ At the same time as this publication, the school district will publish the other information required by Minnesota Statutes section, 123B.10.

- E. At the public hearing on the adoption of the school district's proposed property tax levy, the school board will review its current budget and the proposed property taxes payable in the following calendar year.
- F. The school district must also post the materials specified in Section III (D) above on the school district's official website, including a link to the school district's school report card on the Minnesota Department of Education's website, and publish a summary of information and the address of the school district's website where the information can be found in a qualified newspaper of general circulation in the district.

#### IV. IMPLEMENTATION

- A. The school board places the responsibility for administering the adopted budget with the superintendent. The superintendent may delegate duties related thereto to other school officials, but the superintendent maintains the ultimate responsibility for this function.
- B. The program-oriented budgeting system will be supported by a program-oriented accounting structure organized and operated on a fund basis as provided for in Minnesota statutes through the Uniform Financial Accounting and Reporting Standards for Minnesota School Districts (UFARS).
- C. The superintendent or the superintendent's designee is authorized to make payments of claims or salaries authorized by the adopted or amended budget prior to school board approval.
- D. Supplies and capital equipment can be ordered prior to budget adoption only by authority of the school board **or designee(s)**. If additional personnel are provided in the proposed budget, actual hiring may not occur until the budget is adopted unless otherwise approved by the school board **or designee(s)**. Other funds to be expended in a subsequent school year may not be encumbered prior to budget adoption unless specifically approved by the school board **or designee(s)**. **The designee(s) is approved by the school board at the January Organizational Meeting.**
- E. The school district will make such reports to the Commissioner as required relating to

initial allocations of revenue, reallocations of revenue, and expenditures of funds.

## V. MODIFICATION

The school district's revenue budget may be amended from time to time during a fiscal year to reflect updated or revised revenue estimates. In such cases, the superintendent will make recommendations to the school board for appropriate revisions. If necessary, the school board may also make necessary revisions in the expenditure budget if it appears that expenditures would otherwise exceed revenues and fund balances in a fund.

**Legal References:** *Minn. Stat. § 123B.10 (Publication of Financial Information)*  
*Minn. Stat. § 123B.76 (Expenditures; Reporting)*  
*Minn. Stat. § 123B.77 (Accounting, Budgeting, and Reporting Requirements)*

**Cross References:** *ISD 200 Policy 702 (Accounting)*

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