

<p>IV. The World's People</p>	<p>climate.</p> <p>II. Earth's five major climate zones are identified by temperature, precipitation, and plant life.</p> <p>III. Plants, animals, and the environment, including soil, interact and affect one another.</p> <p>IV. Earth's natural resources have many valuable uses and their availability affects people in many ways.</p> <p>I. Culture, a group's shared practices and beliefs, differs from group to group and changes overtime.</p> <p>II. Population studies are an important part of geography.</p> <p>III. The world's countries have different governments and levels of economic development.</p> <p>IV. Fast, easy global connections have made cultural exchange, trade, and a cooperative world community possible.</p>	<p>geography: The world in Spatial Terms, Places and Regions, Physical Systems, Human Systems, Environment and Society, and the Uses of Geography.</p> <p>VII. Students should be able to accomplish interdisciplinary projects, for example: map your neighborhood, diagram an ecosystem, and poster presentation.</p> <p>VIII. Students should be able to submit visual presentations of each chapter's main ideas. Presentations can be customized by including quick facts charts, images from the text, and video clips.</p> <p>IX. Students should be able to use a graphic organizer, create a geography puzzle, and research activities,</p> <p>X. Students should be able to locate different countries on the globe, and to discuss where each country is in relation to the equator and what the climate might be like there.</p> <p>V. Students should submit an activity at the end of each chapter to support their understanding: for example, have them research a</p>
--------------------------------------	---	--

		<p>building or monument in Washington, D.C. and one in ancient Greece, Egypt, and Rome. How are they alike? Different?</p> <p>VI. Students should be able to compare and contrast between different types of geography.</p> <p>VII. Students should be able to: explain, make judgments, define, make inferences, recall, identify cause and effect, describe, practice, elaborate, and draw conclusions.</p> <p>VIII. Students should be able to link social studies' skills to history or other subjects in their curriculum.</p>
--	--	---