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## The National Geography Standards

The National Geography Standards includes six essential elements that highlight the major components of geography. Under the six major categories are the eighteen standards that focus on general areas in geography that children are expected to know and understand.

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### Essential Element 1: The World in Spatial Terms

Geography studies the relationships between people, places, and environments by mapping information about them into a spatial context. The geographically informed person knows and understands the following:

- Standard 1** . . . . . **Weeks 1–8**  
how to use maps and other geographic representations, tools, and technologies to acquire, process, and report information from a spatial perspective,
- Standard 2** . . . . . **Weeks 9–10**  
how to use mental maps to organize information about people, places, and environments in a spatial context, and
- Standard 3** . . . . . **Weeks 11–12**  
how to analyze the spatial organization of people, places, and environments on Earth’s surface.
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### Essential Element 2: Places and Regions

The identities and lives of individuals and peoples are rooted in particular places and in those human constructs called regions. The geographically informed person knows and understands the following:

- Standard 4** . . . . . **Weeks 13–18**  
the physical and human characteristics of places,
- Standard 5** . . . . . **Weeks 19–22**  
that people create regions to interpret Earth’s complexity, and
- Standard 6** . . . . . **Weeks 23–24**  
how culture and experience influence people’s perceptions of places and regions.
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### Essential Element 3: Physical Systems

Physical processes shape Earth’s surface and interact with plant and animal life to create, sustain, and modify the ecosystems. The geographically informed person knows and understands the following:

- Standard 7** . . . . . **Week 25**  
the physical processes that shape the patterns of Earth’s surface, and
- Standard 8** . . . . . **Week 26**  
the characteristics and spatial distribution of ecosystems on Earth’s surface.

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## Essential Element 4: Human Systems

People are central to geography in that human activities help shape Earth’s surface, human settlements and structures are part of Earth’s surface, and humans compete for control of Earth’s surface. The geographically informed person knows and understands the following:

- Standard 9** . . . . . **Week 27**  
the characteristics, distribution, and migration of human populations on Earth’s surface,
- Standard 10** . . . . . **Week 28**  
the characteristics, distribution, and complexity of Earth’s cultural mosaics,
- Standard 11** . . . . . **Week 29**  
the patterns and networks of economic interdependence on Earth’s surface,
- Standard 12** . . . . . **Week 30**  
the processes, patterns, and functions of human settlement, and
- Standard 13** . . . . . **Week 31**  
how the forces of cooperation and conflict among people influence the division and control of Earth’s surface.

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## Essential Element 5: Environment and Society

The physical environment is modified by human activities, largely as a consequence of the ways in which human societies value and use Earth’s natural resources. Human activities are also influenced by Earth’s physical features and processes. The geographically informed person knows and understands the following:

- Standard 14** . . . . . **Week 32**  
how human actions modify the physical environment,
- Standard 15** . . . . . **Week 33**  
how physical systems affect human systems, and
- Standard 16** . . . . . **Week 34**  
the changes that occur in the meaning, use, distribution, and importance of resources.

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## Essential Element 6: The Uses of Geography

Knowledge of geography enables people to develop an understanding of the relationships between people, places, and environments over time—that is, of Earth as it was, is, and might be. The geographically informed person knows and understands the following:

- Standard 17** . . . . . **Week 35**  
how to apply geography to interpret the past, and
- Standard 18** . . . . . **Week 36**  
how to apply geography to interpret the present and plan for the future.

## WEEK 1


 Daily Geography
**ANSWER KEY****Monday**

1. Earth
2. ball

**Tuesday**

1. the equator
2. Any two of the following:  
North America, South America,  
Antarctica, Australia, Europe,  
Africa, Asia

**Wednesday**

1. the North Pole
2. the South Pole

**Thursday**

1. south
2. south

**Friday**

1. Answers will vary.
2. Answers will vary.

**Challenge**

On all three globes, students should color the oceans blue and the continents green.

# What Is a Globe?

**Introducing the Globes**

Show students the classroom globe. Explain to them that the Earth is very large. People can only see part of it at a time. Tell students that a globe is a small model used to show the whole Earth. Like Earth, a globe is shaped like a ball. The globe shows Earth's largest land areas, called continents. The largest water areas are called oceans. The globe also shows an imaginary line called the equator that runs around the center of Earth.

Show students the pictures of the globes. Talk about the top globe picture and how it shows the shape of a globe. Explain that a picture of a globe can only show one half of the round Earth at a time. Have students look at the two other pictures of globes that show two views of Earth. Point out the equator and show how it goes around the surface of the Earth. Show students the North Pole and the South Pole. Also name the continents and the oceans shown on each globe picture.

Be sure to read the caption with students and review the vocabulary for the week.

**Introducing Vocabulary**

**continent** one of the seven largest areas of land on Earth: Africa, Antarctica, Asia, Australia, Europe, North America, or South America

**equator** an imaginary line that runs around the surface of the Earth

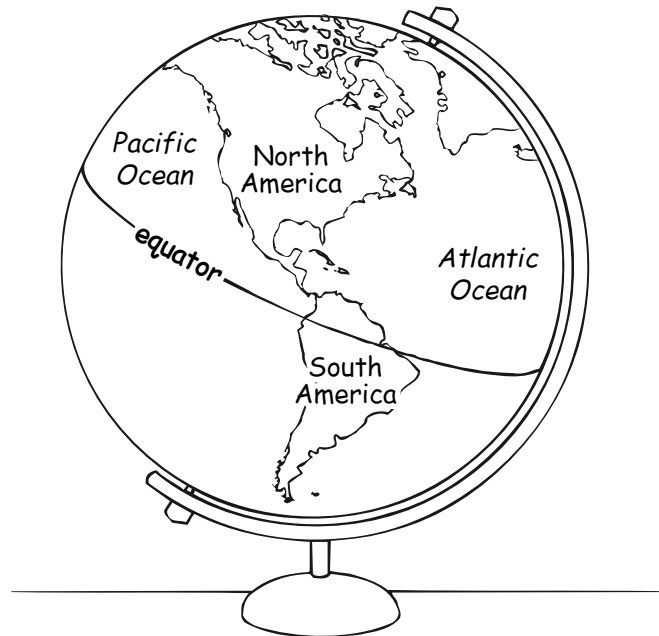
**globe** a round model of the Earth

**North Pole** the most northern point on Earth

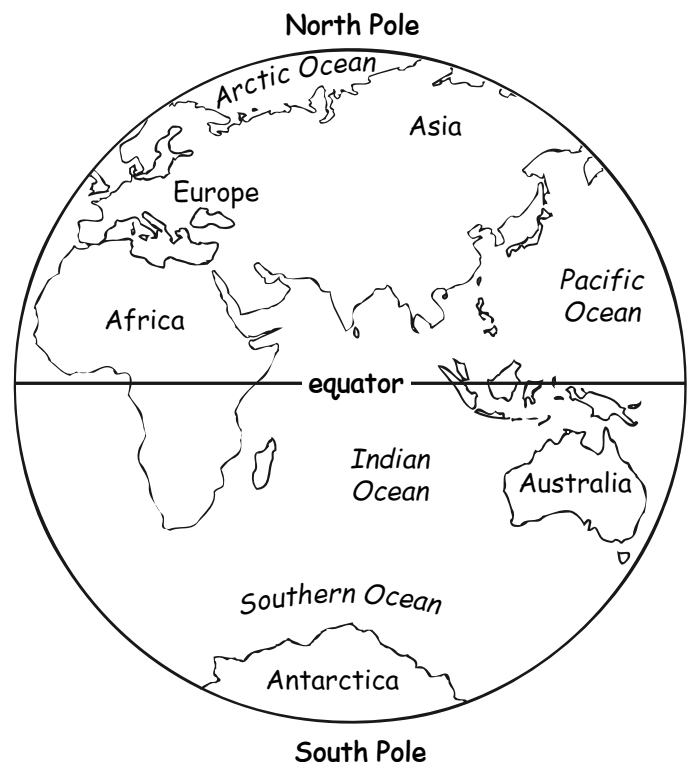
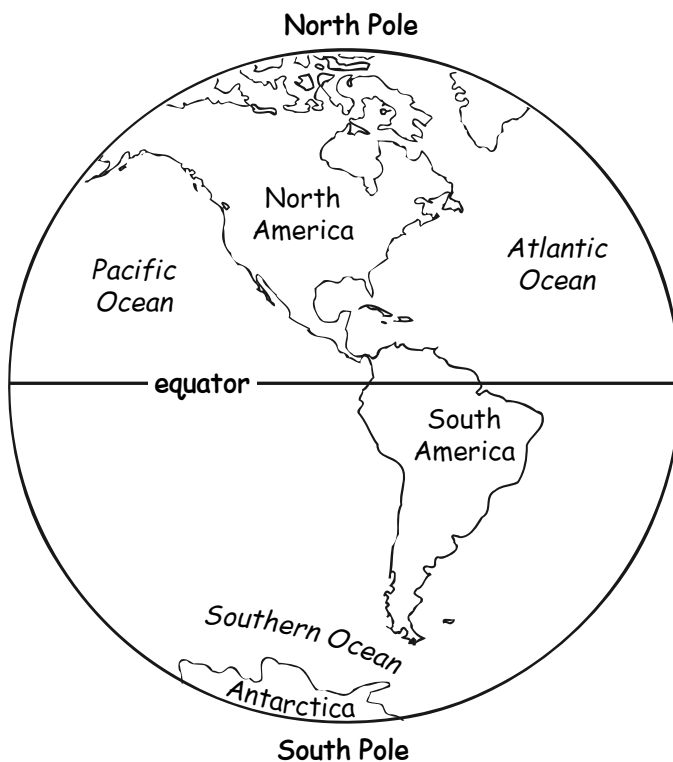
**ocean** a large body of salt water

**South Pole** the most southern point on Earth

# What Is a Globe?



A globe is a model of Earth. It is shaped like a ball.



A globe shows an imaginary line called the equator. The equator runs around the center of the Earth.



# What Is a Globe?

## Monday

1. A globe is a model of \_\_\_\_\_ .
2. A globe and Earth are shaped like a \_\_\_\_\_ .

## Tuesday

1. Name the imaginary line shown on the globes.

\_\_\_\_\_

2. Name two continents.

\_\_\_\_\_  
\_\_\_\_\_

## Wednesday

1. What is the most northern point on Earth called?

\_\_\_\_\_

2. What is the most southern point on Earth called?

\_\_\_\_\_



# What Is a Globe?

## Thursday

1. Is Australia south or north of the equator?

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2. Is most of South America north or south of the equator?

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## Friday

1. On which continent do you live?

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2. Do you live north or south of the equator?

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## Challenge

On all three globes, color the oceans blue.

Color the continents green.