

Name _____ Period _____

Study Guide Community Cycle

Geography Week 1: Sept. 26-30

Assignments below need to be turned in by Friday Sept. 30

- Made up of diverse members
- Members share a common environment
- Follow patterns of growth and change
- When one community comes in contact with another community, change may occur

Essential Questions:

- Why do people live in certain places in the world?
- How can somebody change the environment to survive?
- How can the environment change over time?
- What types of people or items make a striving society?



Overview:

This week is the beginning of the cycle *Community*. This week will be an introduction to the cycle by kicking off with describing your culture. Everybody comes from different backgrounds and we should share our background while also learning about new ones. We will continue doing Daily Geography expanding our map knowledge. We will also continue learning about what is happening in the world today with the current event/National Geographic analysis.

_____ Daily Geography

Students answer 8 questions that they write in their journal.

_____ Where in the world did that come from?

Students will bring something from home and discuss the path it took to get here

_____ Vocabulary Friday

Students receive 10 words, which they will define

_____ What is your culture

Students will provide a presentation of their culture to the class



| Points | 1 | 2 | 3 | 4 | Total |
|---------------------|--|--|---|--|------------|
| Organization | There is no sequence of information and/or so much is missing that the presentation makes little sense. | Information is inconsistently organized (i.e. the visual information may be in order but the student jumps around). | Student presents information in logical sequence. More or less information would have been helpful. | Student presents adequate information in logical sequence. | |
| Graphics | Presentation includes no graphics or graphics are unrelated to the subject or distract from the message. | Presentation includes graphics that rarely support text and presentation. Graphics are too 'busy'. | Student's graphics relate to text and presentation. | Student's graphics explain and reinforce screen text and presentation. | |
| Mechanics | Presentation has four or more spelling errors and/or grammatical errors. | Presentation has three misspellings and/or grammatical errors. | Presentation has no more than two misspellings and/or grammatical errors. | Presentation has no misspellings or grammatical errors. | |
| Eye Contact | Student reads all of report with no eye contact. | Student occasionally uses eye contact, but still reads most of report. | Student maintains eye contact most of the time but frequently returns to notes. | Student maintains eye contact with audience, seldom returning to notes. | |
| Elocution | Student mumbles, incorrectly pronounces terms, and speaks too quietly for students in the back of class to hear. | Student's voice is low. Student incorrectly pronounces terms. Audience members have difficulty hearing presentation. | Student's voice is clear. Student pronounces most words correctly. Most audience members can hear presentation. | Student uses a clear voice and correct, precise pronunciation of terms so that all audience members can hear presentation. | |
| | | | | Total Points: | /20 |