

Appendix D
Geography Skills by Grade Level

Geographic Skill Set by grade ranges as identified by *National Geographic's Xpedition* website: instructional plans and interactive lessons for each of the titles listed below can be found at www.nationalgeographic.com/xpeditions/lessons/. **Shaded boxes indicated lessons highly correlated with local HSS standards.** The following table shows only one of the lessons available for each grade level. A full listing of the titles of instructional plans is available from the Xpedition website.

	<i>For students K- grade 2</i>	<i>For students grades 3-5</i>	<i>For students grades 6-8</i>	<i>For students grades 9-12</i>
	<i>Intro to Latitude and Longitude</i>	<i>Make State Maps with Map Machine</i>	<i>GIS: Helping to Save the African Wild</i>	<i>Geographic Technology Assisting African Conservation</i>
○ STANDARD ONE: USING MAPS, ETC.	<ul style="list-style-type: none"> ○ Discuss the meaning of the word "geography" ○ View pictures of places in the United States, and compare those pictures to their own town ○ Locate their town on a map and discuss its relation to state landmarks ○ Describe their town's people, animals, and landscape ○ Describe changes they've noticed in their town ○ Identify where current and past residents originally came from ○ Identify unique characteristics of region the town is in ○ Discuss why geography skills are important ○ Create books, Web sites, or multimedia presentations about their town 	<ul style="list-style-type: none"> ○ discuss things they already know about their state; ○ view their own state's maps on Map Machine and take notes on their observations; ○ create and examine maps from another state, and take notes on their observations; ○ discuss the geographic features of both states; and, ○ write paragraphs comparing and contrasting the two states based on the observations they've made from the maps. 	<ul style="list-style-type: none"> ○ define terminology related to this study: Geography, GIS, conservation; ○ learn about GIS (Geographic Information Systems) and how it applies to current conservation efforts in Africa; ○ read about Wildlife Conservation Society's GIS-generated "Human Footprint" project map; ○ discuss how human influence threatens the landscape of Africa; and ○ generate ideas about what can be done to plan and prepare for the future. 	<ul style="list-style-type: none"> ○ define terminology related to this study: Geography, GIS, conservation; ○ read about the GIS-generated "Human Footprint" project map and how it is assisting Dr. Michael Fay in his MegaFlyover expedition; ○ discuss how human influence threatens the landscape of Africa; ○ familiarize themselves with the names and locations of African countries, cities, and physical features; and ○ do a class poster presentation on one of the Wildlife Conservation Society's current conservation projects in Africa.

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Title	<i>Over the River and Through the Woods: Traveling By Memory</i>	<i>Mental Map of Your Classroom</i>	<i>School Space: An Analysis of Map Perceptions</i>	<i>Animals versus People: Who's the Better Navigator?</i>
STANDARD 2: MENTAL MAPPING	use mental maps of the locations of places within local and nearby communities to sketch a map from memory of the route to and from school	<ul style="list-style-type: none"> ○ compare their perceptions of the classroom with their teacher's perceptions; ○ observe objects in the classroom; and ○ represent areas in the classroom on paper, creating a "blueprint" of the room. 	<ul style="list-style-type: none"> ○ see how perception influences people's mental maps and attitudes about places; ○ analyze sketch maps drawn by fellow students; and ○ make inferences of possible biases shown in the maps. 	<ul style="list-style-type: none"> ○ read and discuss an article on animal navigation; ○ brainstorm the ways that people navigate innately, without using equipment, and compare human to animal navigation; ○ research and discuss methods of human navigation; and ○ create brochures for an adventure travel company, describing how customers will use their innate navigational skills to find their way if they get lost in the wilderness.

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	<i>World View: National Anthems Around the World</i>	<i>Make State Maps With Map Machine</i>	<i>Assessing Political Boundaries Overview:</i>	<i>Darfur and the Janjaweed</i>
STANDARD 3: ORGANIZING A WORLD VIEW	<ul style="list-style-type: none"> • read geographic information on an interactive map; • listen to anthems of various nations; • discuss what the lyrics to the anthem indicate about the history of a nation's people; and • select nations about which students would like to learn more. 	<ul style="list-style-type: none"> • discuss things they already know about their state; • view their own state's maps on MapMachine and take notes on their observations; • create and examine maps from another state, and take notes on their observations; • discuss the geographic features of both states; and • write paragraphs comparing and contrasting the two states based on the observations they've made from the maps. 	<ul style="list-style-type: none"> • determine the role of geography in establishing and maintaining political boundaries; • analyze changes to political boundaries in Asia over time; • analyze the effectiveness of various kinds of political boundaries; and • infer possible long-term effects of changing political boundaries on the consciousness of people living in various contemporary Asian nations. 	<ul style="list-style-type: none"> • place Chad and Darfur, in the country of Sudan, on a map of Africa; • describe the crisis in Darfur and its humanitarian impact in terms of displacement, illness, and death; • identify and give a brief history of the Janjaweed; • discuss possible reasons for the conflict between the people of Darfur and the Janjaweed; • discuss the health-related problems the crisis is causing; • discuss the burden of the crisis on neighboring countries; and • discuss international efforts to assist the people of Darfur and to end the crisis there.

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STANDARD 4: Characteristics of Place	<i>Life on the Rivers of Asia</i>	<i>Marketplaces of Asia</i>	<i>Coral Bleaching: Making Our Oceans Whiter</i>	<i>Water, Water Everywhere</i>
	<ul style="list-style-type: none"> • identify characteristics of river life in Asia; • define geographic feature terms associated with rivers; and • create a diorama of river life. 	<ul style="list-style-type: none"> • identify types of marketplaces; • analyze the influence of environment on the production and sale of goods in the local market; and • make connections between economic value of goods and scarcity. 	<ul style="list-style-type: none"> • understand what coral reefs are, where they are located, and how humans impact their future; • build writing skills and search the internet for relevant information; and • gather the knowledge to critically reason and debate issues about coral reef issues. 	<ul style="list-style-type: none"> • locate a news story of interest about water at the National Geographic News site; • search the Internet for related stories; • compare and contrast the information found in all the stories; and • assess the impact of the information on the environment and cultures affected

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STANDARD 5: Regions of the World	<i>Mission Geography: Continents</i>	<i>Mission Geography: USA</i>	<i>Investigating Central Asia Through Maps</i>	<i>GeoSpy</i>
	<p>identify cultural and geographic characteristics in stories set on each continent;</p> <p>describe, in narrative form, geographic characteristics of each continent; and</p> <p>identify each of the continents of the world</p>	<p>research cultural, geographic, and historical information about selected states in the United States;</p> <p>create a plan for travel through one region of the United States with their families; and</p> <p>identify each of the states in the United States.</p>	<p>identify types of maps and their purposes;</p> <p>identify major geographic features of Central Asia;</p> <p>consider what defines a region; and</p> <p>use tools of geography to find and analyze geographic information.</p>	<p>research cultural, geographic, and historical information about select countries;</p> <p>create an imaginary travel plan to visit those countries;</p> <p>create a tour guide brochure to highlight areas of their imaginary trip; and</p> <p>identify each of the countries of Asia, South America, or Africa</p>

STANDARD 6: Our Perceptions of the World	<i>King Tut's Treasures</i>	<i>Ancient Egypt: Stories and Myths</i>	<i>Extreme Photography: Life through the Lens of Jimmy Chin</i>	<i>The Spread of Buddhism</i>
	<ul style="list-style-type: none"> consider what modern artifacts reveal about a culture; explore how artifacts found in ancient Egyptian tombs can be used to paint a picture of daily life in ancient Egypt; discuss objects that represent modern culture; and compare modern "artifacts" to those of ancient Egypt 	<ul style="list-style-type: none"> explore the origins of the "curse of the mummy," a modern Egyptian myth; investigate the culture and belief systems of ancient Egypt; explore myths and stories of ancient Egypt; and discuss the influences of ancient Egypt and geography on modern Egyptian culture. 	<ul style="list-style-type: none"> read about the life and work of Jimmy Chin; describe how Jimmy Chin brings his experiences into his work; and describe how their own experiences affect their understanding of the world. 	<ul style="list-style-type: none"> describe characteristics of Buddhism; describe how some of the basic characteristics of Buddhism informed Buddhist images in Asia; describe how Buddhist images changed as the faith traveled to different regions in Asia; describe how attitudes toward nature were reflected in Buddhist art; describe how Buddhist art offers examples of how Buddhism adapts to different cultural and physical environments; generalize on how ideas change and adapt as they travel to new environments; and demonstrate an appreciation for some of Asia's great works of art.

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STANDARD 7: Physical Changes to Earth	<i>Introduction to the Grand Canyon</i>	<i>How Was the Grand Canyon Formed?</i>	<i>Delving into the Grand Canyon</i>	<i>Layers of the Grand Canyon</i>
	<ul style="list-style-type: none"> • compare photographs of three canyons; • compare canyons to mountains and plains; • brainstorm how the Grand Canyon might have been created; • discuss how the Colorado River carved the Grand Canyon; and • draw pictures of the Grand Canyon with captions explaining how it was formed. 	<ul style="list-style-type: none"> • locate the Grand Canyon on a map; • brainstorm how the Grand Canyon might have formed; • view a Web site to help them understand the concept of erosion; • analyze a photograph of the Grand Canyon's rock layers; • view and discuss drawings of the Grand Canyon region as its various layers were deposited; and • create posters showing what the Grand Canyon looks like today and what it looked like when one of its layers was deposited. 	<ul style="list-style-type: none"> • brainstorm how the Grand Canyon was formed; • read information that explains how the canyon was formed and discuss their findings; • identify and describe the major rock layers of the canyon and their characteristics; • draw diagrams of the canyon's layers; and • write captions to describe their drawings. 	<ul style="list-style-type: none"> • read about and discuss how the Grand Canyon was formed; • identify and describe the major rock layers of the canyon and their characteristics; • describe the important characteristics of the geological era and period when a particular layer of the canyon was deposited; and • pretend to be scientists studying a specific layer of the canyon and write articles telling the general public about their research

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STANDARD 8: Distribution of Ecosystems	<i>Fish Aren't Afraid of the Dark!</i>	<i>Ferocious Felines</i>	<i>Everyday Explorers: Investigate!</i>	<i>Maybe Not-So-Fine Feathered Friends?</i>
	<ul style="list-style-type: none"> • hypothesize what it might be like in the deep ocean; • describe what it's like to see in the dark; • brainstorm how marine animals might cope in dark conditions; • view pictures of bioluminescent animals; • discuss how light might help these animals; and • make collages or write stories about what it might be like to dive into the deep ocean and see bioluminescent animals. 	<ul style="list-style-type: none"> • discuss their general impression of desert environments; • conduct a vocabulary search to define terminology related to this lesson; • read and answer questions about the Kalahari Xeric Savanna; • distinguish and describe animal roles in a food chain; • conduct research for presentations on the role of the lion in African ecosystems; • work in groups to develop skits (for in-class presentation) depicting aspects of animal life in the Kalahari Desert; • read and discuss the current problem of big cat ownership; and • read about the historic Tsavo man-eating lions. 	<ul style="list-style-type: none"> • discuss exploration; • perform an in-depth exploration of their schoolyard; and • discuss ways they can be hands-on Everyday Explorers year round. 	<ul style="list-style-type: none"> • locate a news story on ducks and the flu at the National Geographic News site; • search the Internet for other stories about animal-to-human transmission of illness; • identify ways in which diseases can be transmitted, and whether there are ways human behavior can influence this cross-over; • assess the impact of the information on the relationship between humans and animals; and • describe the impact on the human societies where such transfer has taken place.

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STANDARD 9: Distribution of Earth's People	<i>Leatherback Sea Turtles and Their Special Compasses</i>	<i>How Crowded Are Our States?</i>	<i>Migration: Why People Move</i>	<i>Genographic: Mapping the Human Journey</i>
	<ul style="list-style-type: none"> • look at a picture of a leatherback sea turtle and describe what they see; • read or listen to three short paragraphs about leatherbacks and answer questions about this text; • hypothesize how leatherbacks could find their way from Costa Rica to the Galápagos Islands on their own; • practice using a compass to find directions in the classroom; • discuss the possibility that leatherbacks have their own internal "compasses"; • draw pictures of people and leatherbacks navigating at sea; and • write text describing their drawings 	<ul style="list-style-type: none"> • discuss whether they live in a crowded place; • map the world's ten most populous countries; • discuss which countries seem the most crowded; • find and rank the populations for several states; • map those states; and • write paragraphs explaining which states seem the most and least crowded and what they think it would be like to live in these states. 	<ul style="list-style-type: none"> • use a world map to think about their own potential migration and the reasons behind that decision; • answer and discuss questions about human mobility using figures and graphs; • explain migration in terms of push and pull factors; • relate migration patterns to economic, political, social, and environmental factors; and • create a map of a past or present human migration. 	<ul style="list-style-type: none"> • explore the recent history of the "migration" of people with their surname; • define and discuss the concept of migration; • examine causes and examples of migration; • learn about the Genographic Project; and • compare and contrast characteristics of modern and ancient migratory patterns.

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STANDARD 10: Cultural Diversity	<i>Weeping Camel: Finding Rituals in Our Daily Lives</i>	<i>Weeping Camel: What is a Ritual?</i>	<i>Religion and Belief Systems in Asia</i>	<i>Weeping Camel: Common Characteristics of Rituals</i>
	<ul style="list-style-type: none"> • list characteristics of rituals; • identify examples of these characteristics in the rituals of various cultures and traditions; and • identify examples of rituals in modern American life. 	<ul style="list-style-type: none"> • list characteristics of rituals; • identify examples of these characteristics in the rituals of various cultures and traditions; and • identify examples of rituals in modern American life. 	<ul style="list-style-type: none"> • identify major world religions founded on the Asian continent; • describe major characteristics of world religions; and • describe factors that influence the spread or decline of religions in a region. 	<ul style="list-style-type: none"> • list characteristics of rituals; • identify examples of these characteristics in the rituals of various cultures and traditions; and • identify examples of rituals in modern life.
STANDARD 11: Patterns of Economic Interdependence	<i>Trade and Transportation in the United States</i>	<i>Where Do Your Belongings Come From?</i>	<i>Commerce in the Indian Ocean</i>	<i>You've Got Oil ... or Maybe You Don't</i>
	<ul style="list-style-type: none"> • discuss major types of transportation used in trade; • explain how specific products might get from place to place in the United States, referring to a map of major transportation networks; • discuss what it would be like to operate a plane, train, or truck; and • write stories or draw pictures showing themselves operating a plane, train, or truck across the United States. 	<ul style="list-style-type: none"> • figure out where classroom items came from; • discuss the reasons why not all of our belongings come from our own country; • read "Lizzie's Morning," and list and map the places where the items and processes in this article came from; • list the items they use during a typical morning and the places where these items come from, and map those locations; • compare their lists and maps with the class; and • research an East Asian country's economy and industries, and write essays describing this country's exports to the U.S. 	<ul style="list-style-type: none"> • describe geographic features of the Indian Ocean; • describe the influence of the monsoon on maritime trading patterns in the Indian Ocean before 1500; • assess the desirability of certain areas as trading ports; • assess the role and importance of cultural factors in attracting trade; and • explore contemporary maritime trading patterns. 	<ul style="list-style-type: none"> • describe production, distribution, and consumption of oil in Asia; • research an Asian country's production, distribution, and consumption of oil and petrochemical products; and • demonstrate an understanding of oil's impact on an increasingly interdependent international community.

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STANDARD 12: Patterns of Human Settlement	<i>Traditional Towns and Modern Suburbs</i>	<i>Nomads: Where Boundaries Move</i>	<i>Animals of the Nomads</i>	<i>Sprawl: The National and Local Situation</i>
	<ul style="list-style-type: none"> • draw pictures of their town; • discuss the things that are important for a town to have; • identify a city and its suburbs on a map; • hypothesize and list the good and not-so-good things about living in a city and in the suburbs; • take a tour of a virtual town and compare it to scenes of suburban sprawl; • view aerial photographs of suburban sprawl and hypothesize the impacts of sprawl on the environment; • draw mental maps of traditional towns and modern suburbs; and • write sentences describing their maps. 	<ul style="list-style-type: none"> • define the terms <i>pastoralism</i> and <i>nomadic</i>; • explain what environmental factors lead people to maintain a pastoralist lifestyle; • identify how pastoralists rely on herds to be self-sufficient; • examine the physical features of Mongolia, Tibet, and Iran; and • use standard writing conventions in describing the life of a pastoralist. 	<ul style="list-style-type: none"> • discuss the emersion of nomadic pastoralists, based on geographical factors of Central Asia; • compare and contrast their society with that of nomadic pastoralists; and • describe the effect that influences from modern societies are having on nomadic pastoralists. 	<ul style="list-style-type: none"> • read and discuss an article excerpt about sprawl; • draw mental maps of a fictitious sprawling suburb; • analyze pictures and text about a suburb that has experienced sprawl; • visit a virtual New Urbanist suburb and list and discuss the ways that this suburb and its sprawling counterpart affect the environment, people's daily lives, and the local and regional economy; and • research and write reports on the sprawl situation in their own area.

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	<i>What's Your Territory?</i>	<i>Charting Countries of the World</i>	<i>Advisory Board</i>	<i>Understanding Wilderness</i>
STANDARD 13: Power, Control & Cooperation	<ul style="list-style-type: none"> • describe their territories and those of their parents and pets; • explain how they react when someone enters their territory; • explain how they would react to several scenarios involving another person entering their territory; • discuss strategies for avoiding conflict when they are confronted with an "invasion" of their territory; • explain why they think countries sometimes fight over territories rather than dealing with the conflicts peacefully; • draw pictures of their territories and those of their pets, parents, and country; • write sentences explaining what might happen if they or their pets, parents, or country felt that its territory was intruded upon; and • share their pictures with the class, and describe what would happen if they or their pets, parents, or country avoided fighting over the territory. 	<ul style="list-style-type: none"> • compare political features of five large countries and five small countries; and • understand the relative advantages and disadvantages of living in a small country or a large one. 	<ul style="list-style-type: none"> • review the information about the events in Xpedition Hall's interactive exhibit, Advisory Board; • analyze information about risks associated with travel to areas of conflict; • predict whether or not conflicts will be resolved over time, based on current events; and • track information about different regions and analyze what issues might justify a travel advisory for that region. 	<ul style="list-style-type: none"> • define wilderness; • communicate varying opinions on the preservation of wilderness; • describe key players and events in the history of wilderness preservation; • research and analyze one historical wilderness issue or event; and • design a newspaper from the year of their assigned wilderness event, linking it to politics, culture, and other historical events.

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STANDARD 14: Humans Modify the Physical Environment	<i>Crane Cam!</i>	<i>Crane Cam: Conservation and Community</i>	<i>Crane Cam: Conservation and Economics</i>	<i>Water Resources in Asia: Changes and Challenges</i>
	<ul style="list-style-type: none"> • learn about the Crane Cam and Rowe Sanctuary projects in the Platte River Valley of Nebraska; • describe the ways in which cranes behave like humans; • understand the function of the sanctuary as it relates to crane migratory patterns; • describe the ways in which sanctuaries such as Rowe can have unintended effects on a variety of animals as well as people; and • discuss the importance of conservation efforts. 	<ul style="list-style-type: none"> • learn about the Crane Cam and Rowe Sanctuary projects in the Platte River Valley of Nebraska; • research crane migratory patterns, conservation efforts involving the sandhill crane, and the intended and unintended consequences of these efforts; and • discuss the relationship between conservation efforts and communities. 	<ul style="list-style-type: none"> • learn about the Crane Cam and Rowe Sanctuary projects in the Platte River Valley of Nebraska; • research crane migratory patterns, conservation efforts involving the sandhill crane, and the intended and unintended consequences of these efforts; and • discuss the relationship between conservation and economics. 	<ul style="list-style-type: none"> • describe the impact of bodies of water on people and cultures; • research and analyze the current and future ecologic and geographic health of a body of water; • develop a report that outlines, from a scientific and geographic perspective, what should be done to protect and preserve the water quality, surrounding air quality, and quality of life for people living beside or in close proximity to a body of water; and • present the report and recommendations to a mock United Nations panel investigating water issues.

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STANDARD 15: Physical Systems Affect Human Systems	<i>The Rhythm of Rice Production</i>	<i>Living Landscapes: Are You a Disaster?</i>	<i>Natural Hazards: Same Forces, Different Impacts</i>	<i>Crossing Boundaries: The Environment, Disease, and Conflict in Asia</i>
	<ul style="list-style-type: none"> • demonstrate an appreciation for the importance of rice as a cultural and economic product in Asia; • describe the cycle of rice production; • analyze agricultural production maps; and • create calendars to measure the passage of time in the rice cycle. 	<ul style="list-style-type: none"> • define words associated with disasters; • demonstrate an understanding of the impact different types of disasters might have on their environment; • describe in writing what they have learned about the specific disasters they have studied; • create and analyze their own disaster plans; and • analyze their character traits, to see which characteristics they may share with certain natural disasters. 	<ul style="list-style-type: none"> • compare data for natural disaster events (tornadoes, earthquakes, or volcanic eruptions); • analyze data about the magnitude and impacts of natural disaster events; and • assess the value of scientific research into the causes and impacts of natural events. 	<ul style="list-style-type: none"> • ascertain the origins, nature, and current status of contemporary issues that fall within the topics of environment, disease, and conflict in Asia, between Asian nations, and between Asian nations and members of the international community; • research and analyze the various types of boundaries and the impact that they have on the environment, disease, and conflict; • express informed opinions about the degree to which boundaries act to create, prolong, and potentially solve or act as impediments to solving issues related to the environment, disease and conflict; and • write a series of two or three commentaries (suitable for publishing in a local, regional, national, or online forum) that educate the reader and community about an issue (related to Asia and the environment, disease, or conflict), explain how a boundary or boundaries have created, prolonged, solved, or impeded the solution of the issue, and offer a potential solution to the issue if it has not already been resolved.

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	<i>What Would You Work Hard For?</i>	<i>Lewis and Clark: Why Explore the Vast Unknown?</i>	<i>Sushi Bar: You, Me, Sushi</i>	<i>New World Influences on Asia</i>
STANDARD 16: Changes in Resources	<ul style="list-style-type: none"> • discuss the latest fad or popular item for kids their age; • perform a simple simulation demonstrating the concepts of value, abundance, and scarcity; • view the land and sea routes for the California gold rush, and discuss what journeys might have been like; • view pictures of miners and mining facilities during the California gold rush, and discuss whether the work looks easy or difficult; • list or draw the things they would be willing to work very hard for; and • write stories or draw pictures of themselves working very hard for one of these things. 	<ul style="list-style-type: none"> • interpret a map to understand what Europeans knew about the West in the early 1800s; • understand the importance of land and resources to a growing country; and • develop reasons to justify a geographic exploration of the West. 	<ul style="list-style-type: none"> • identify the parts of the world from which ingredients for favorite foods come; • identify food resources in their own area; • discuss the implications of changes in availability of resources on the price of (and demand for) certain foods; • create recipes, integrating resources found in their area; and • compare characteristics of regions that produce similar resources. 	<ul style="list-style-type: none"> • describe the key crops and technologies brought from the New World to Asia to determine the time, location, extent, and impact of their introduction into Chinese and Japanese societies; • describe the history of agricultural and technological trade between Asia and the New World; and • describe the impact that agricultural and technological trade had on China and Japan.

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STANDARD 17: Apply Geography to Understand History	<i>Bipedalism—Did Hominids Ride Bikes?</i>	<i>Paleoanthropology—What is Bipedalism?</i>	<i>The Mystery of the Scroll: Ancient Egyptian Culture and Geography</i>	<i>Tut Technology</i>
	<ul style="list-style-type: none"> learn about the life and work of Zera Alemseged; explain how Alemseged's cultural and life experiences influenced his career choice and locations of study; explore different aspects of paleoanthropology through online resources including an interactive documentary; describe the ways in which bipedalism is thought to have developed in hominids and, in turn, how bipedalism influenced the development of hominids; and identify relationships between various aspects of human development and how learning about one aspect can help us understand another. 	<ul style="list-style-type: none"> learn about the life and work of Zera Alemseged; explain how Alemseged's cultural and life experiences influenced his career choice and locations of study; explore different aspects of paleoanthropology through online resources including an interactive documentary; and describe the ways in which bipedalism is thought to have developed in hominids and, in turn, how bipedalism influenced the development of hominids. 	<ul style="list-style-type: none"> understand how geographical features, both physical and cultural, of an area can give us insights into the societies that live and work there; use maps to explore the design and location of ancient Egypt's tombs and pyramids; use cultural and geographic clues to determine the significance of the structure and placement of these landmarks; and explore the ways in which geography will affect the care of these landmarks in the future. 	<ul style="list-style-type: none"> determine what is known about King Tut's death; investigate new technology aiding in the study of King Tut; identify ways in which historical technologies have helped to preserve cultural clues; and create a timeline of important discoveries and technology used in the study of King Tut.

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STANDARD 18: Apply Geography to Study of Present and to Predict Future	<i>Frog Alert! Frog Alert!</i>	<i>The Frog Squad: Atrazine and Frog Populations</i>	<i>Sound the Alarm: Can Frogs Really Tell Us What's Wrong?</i>	<i>Alarming Frogs: The Life and Work of Emerging Explorer Tyrone Hayes</i>
	<ul style="list-style-type: none"> • learn about the life and work of Tyrone Hayes; • explain how Hayes's cultural and life experiences influenced his career choice and locations of study; • explain how studying animals' development may provide insight into environmental hazards; and • examine the issues around the uses and potential hazards of the chemical atrazine. 	<ul style="list-style-type: none"> • learn about the life and work of Tyrone Hayes; • explain how Hayes's cultural and life experiences influenced his career choice and locations of study; • explain how studying animals' development may provide insight into environmental hazards; and • examine the issues around the uses and potential hazards of the chemical atrazine. 	<ul style="list-style-type: none"> • learn about the life and work of Tyrone Hayes; • explain how Hayes's cultural and life experiences influenced his career choice and locations of study; and • explain how studying animals' development may provide insight into environmental hazards—and cures—for humans. 	<ul style="list-style-type: none"> • learn about the life and work of Tyrone Hayes; • explain how Hayes's cultural and life experiences influenced his career choice and locations of study; and • explain how studying animals' development may provide insight into environmental hazards—and cures—for humans.