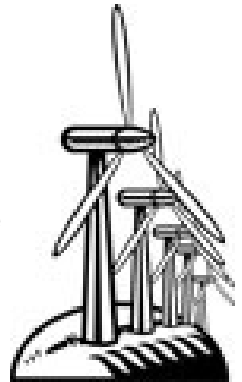


Use the following list of statements to measure your understanding of Chapter 4. If you answered "No" to any of the statements, explain "why not" after the statement(s).

SECTION 1

- | Yes | No | |
|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | I have read Chapter 4 Section 1 (pages 109-113) |
| <input type="checkbox"/> | <input type="checkbox"/> | I can distinguish between renewable and nonrenewable resources |
| <input type="checkbox"/> | <input type="checkbox"/> | I can explain how resources are distributed throughout the world |
| <input type="checkbox"/> | <input type="checkbox"/> | I can discuss the current energy situation |
| <input type="checkbox"/> | <input type="checkbox"/> | I can predict how future energy needs may be met |
| <input type="checkbox"/> | <input type="checkbox"/> | I can identify current and "alternative" energy sources including the advantages and disadvantages of each type of energy |
| <input type="checkbox"/> | <input type="checkbox"/> | I can read an economic activity map |
| <input type="checkbox"/> | <input type="checkbox"/> | I can identify facts about garbage and recycling |
| <input type="checkbox"/> | <input type="checkbox"/> | I can discuss the world's food situation and can suggest ways to help solve hunger and malnutrition problems |
| <input type="checkbox"/> | <input type="checkbox"/> | I can define all the vocabulary words in the section including: |

capital resources, human resources, natural resources, renewable resources, nonrenewable resources, fossil fuels, nuclear energy, hydroelectric, geothermal, solar energy, biomass, hydrogen energy, recycle, compost, biodegradable, incinerate



SECTION 2

- | | | |
|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | I have read Chapter 4 Section 2 (pages 114-119) |
| <input type="checkbox"/> | <input type="checkbox"/> | I can identify 4 different levels of economic activities |
| <input type="checkbox"/> | <input type="checkbox"/> | I can identify ways to measure economic development |
| <input type="checkbox"/> | <input type="checkbox"/> | I can distinguish between "developed" and "developing" countries |
| <input type="checkbox"/> | <input type="checkbox"/> | I can identify types of agriculture |
| <input type="checkbox"/> | <input type="checkbox"/> | I can explain why trade takes place |
| <input type="checkbox"/> | <input type="checkbox"/> | I can describe what it means to have a favorable balance of trade |
| <input type="checkbox"/> | <input type="checkbox"/> | I can define all the vocabulary words in the section including: |

primary activities, secondary activities, tertiary activities, quaternary activities, manufacturing, developed countries, developing countries, gross domestic product (GDP), per capita GDP, hunting and gathering, nomadic, subsistence farming, commercial farming, balance of trade

