

	<i>II Arctic climates: ET & EF</i>
<i>list/define E Climates</i>	<i>E: avq. mo. temp. <50</i>
<i>Characteristics?</i>	<i>ET: avq. temp. warmst mo. 50F & <32F</i>
	<i>* tundra or continental subarctic</i>
	<i>EF: avq. temp. in warmst mo. <32F</i>
	<i>*ice cap or arctic</i>
<i>Define humid dry boundary</i>	<i>III Humid Dry Boundary</i>
<i>How calculated?</i>	<i>A. Marks maj. diff. between humid & dry climate regime</i>
<i>Example?</i>	<i>B. Must know how boundary calculated</i>
<p><u>Summary:</u> <i>Koppen was a botanist who invented a system of climate classification. He believed that characteristics of climate determined biological activities such as?????. To classify climates, he developed the climograph, which displays variables of monthly temp. and precip. We are looking at the relationship between potential evaporation and amt of moisture received at a particular geographic location. E-type climates are locations where avq. mo. temps are less than 50. Precip. is received, but comes as snow. ET climates are tundra or continental subarctic; warmest mo. = temps of 50-32F. EF climates are ice cap or arctic; warmest mo.=below 32F.</i></p>	

Stage 3: RECITE

During this stage, you cover your notes and try to say what is in them in your own words. Cover up the right-hand column where you recorded your notes and use the key words and phrases in the recall column to trigger your memory. If you have difficulty recalling the information successfully, do another review of your lecture notes.

Stage 4: REFLECT

After reviewing and reciting your notes, give yourself some “wait time”. Then, reread your notes and think about them. Read your text to supplement and clarify your notes. Use your text and lecture notes to discover the causes and effects of issues, define terms, and relate concepts. Make generalizations and draw conclusions. Create a brief summary of the entire lecture. This helps you to become a more active, critical thinker.

Stage 5: REVIEW

Briefly review your notes several times a week to retain what you have learned. “Distributed review” results in repetition of the information, which keeps it fresh and decreases your chances of forgetting what you have learned.

Sources:

Longman, D.G., & R.H. Atkinson. College Learning and Study Skills. CA: Wadsworth. 1999.

York University. Learning Skills Programme. <http://www.yorku.ca/admin/cdc/lsp/note/note4.htm>

Saunders, L. & N. Call. Your Utah State Experience. IA:Kendall/Hunt. 1998. (Incl. Alsop, T.J. Principles of Physical Geography: An introduction to Natural Phenomena. IA: Kendall/Hunt. 1993.)