

CRITERIA	UNSATISFACTORY (Below Performance Standards)	PROFICIENT (Minimal Criteria)	ADVANCED (Demonstrates Exceptional Performance)
<p>Description</p> <p>World Geography</p> <p>4. The student understands the patterns and characteristics of major landforms, climates, and ecosystems of Earth and the interrelated processes that produce them.</p> <p>(A) Explain the distribution of different types of climate in terms of patterns of temperature, wind, and precipitation and the factors that influence climate regions such as elevation, latitude, location near warm and cold ocean currents, position on a continent, and mountain barriers;</p> <p>(B) Relate the physical processes to the development of distinctive land forms.</p> <p>(C) Explain the distribution of plants and animals in different regions of the world using the relationships among climate, vegetation, soil, and geology.</p> <p>(6) The student understands the types and patterns of settlement, the factors that affect where people settle, and processes of settlement development over time. The student is expected to:</p> <p>(A) locate settlements and observe patterns in the size and distribution of cities using maps, graphics, and other information; and</p> <p>(B) Explain the processes that have caused cities to grow such as location along transportation routes, availability of resources that have attracted settlers and economic activities, and continued access to other cities and resources.</p>	<p>Students (<i>group</i>) do not demonstrate an understanding of various landforms because their new planet contains fewer than 1 continent per student in the group and lacks:</p> <ul style="list-style-type: none"> · 2 mountain ranges · 4 river systems 1 of them major · 2 Lakes (5 reservoirs) · 1 canyon · 1 desert · 2 major valleys · 1 Temporal forest · 1 tropical rain forest <p>An individual continent is lacking 6 of the above landforms.</p> <p>An individual continent is lacking a city.</p> <p>An individual continent is lacking the identification of natural resources.</p> <p>Presentation Requirements</p> <p>The presentation lacks, or includes an incomplete, description of how climate affects the distribution of plants and animals using at least 2 examples</p> <p>The presentation lacks, or includes an incomplete, explanation and justification for the placement of 2 cities.</p> <p>Students (<i>group</i>) do not locate settlements and observe patterns in the size and distribution of cities using maps, graphics, and other information.</p> <p>Presentation lacks, or includes an incomplete explanation of how natural resources affect settlement patterns.</p>	<p>PLANET ILLUSTRATION/MODEL Students (<i>group</i>) create a new planet.</p> <p>Each student in the group must create one continent.</p> <p>The planet, as a whole, must include at least the following landforms and water sources:</p> <ul style="list-style-type: none"> - 2 mountain ranges - 4 river systems, 1 of them major - 2 lakes (5 reservoirs) - 1 canyon - 1 desert - 2 major valleys - 1 temporal forest - tropical rain forest <p>Each continent must contain at least 6 of the above landforms and water sources.</p> <p>Students (<i>group</i>) will demonstrate an understanding of settlement patterns by creating at least one (1) city per continent on their planet.</p> <p>Students identify at least 2 natural resources per continent.</p> <p>PRESENTATION REQUIREMENTS CLIMATE Students (<i>group</i>) will show an understanding of how climate affects the distribution of plants and animals by describing the process containing at least 2 examples from their planet.</p> <p>CITY CREATION Students give an explanation and justification for the placement of 2 cities. (Ex. Why did they develop where they did?)</p> <p>Students should focus on such factors as transportation, food production, as well as defensibility.</p> <p>Students (<i>group</i>) show how the natural landforms and waterways contribute to the settlement of the cities and surrounding areas.</p> <p>NATURAL RESOURCES Students (<i>group</i>) explain how natural resources affect settlement patterns.</p>	<p>In addition to meeting the PROFICIENT criteria...</p> <p>Students (<i>group</i>) demonstrate complete understanding of how climate affects the distribution of plants and animals by creating their own species of plants and animals:</p> <ul style="list-style-type: none"> • Create a habitat for the animals and plants based on climatic, as well as geographic adaptations. • Create at least 5 new species of plants as well as 5 species of animals. <p>Students (<i>group</i>) describe the culture of the cities created.</p> <p>Students (<i>group</i>) create a visual presentation of their own design demonstrating how natural resources influence settlement patterns by creating economic opportunities for the people that settle there. Students must show at least 7 natural resources in their illustration.</p>
<p>World Geography Content</p>	<p>0----10----20----30----40----50----60----69</p>	<p>70-----75-----80-----85-----89</p>	<p>90-----95-----100</p>



<p align="center">Description</p> <p>English</p> <p>(7) Reading/comprehension. The student comprehends selections using a variety of strategies. The student is expected to:</p> <p>(E) analyze text structures such as compare and contrast, cause and effect, and chronological ordering;</p> <p>(F) identify main ideas and their supporting details;</p> <p>(H) draw inferences such as conclusions, generalizations, and predictions and support them from text;</p> <p>(12) Reading/analysis/evaluation. The student reads critically to evaluate texts. The student is expected to:</p> <p>(C) analyze text to evaluate the logical argument and to determine the mode of reasoning used such as induction and deduction;</p>	<p>Student (<i>individual</i>) journal contains few, if any, of the following:</p> <ul style="list-style-type: none"> • A detailed map of the journey he/she took while re-building Odysseus' planet. • A minimum of 5 journal entries, which include: <ul style="list-style-type: none"> - The date of your imaginary travels - Exact map location including the latitude and longitude - Interesting facts about the location including names of people, places, things, etc. - A brief story about the adventure that happened to you at each of the five locations (be creative) - Reflection about his/her time spent there - Links to <i>The Odyssey</i>, whether it be characters, places, events, etc. • Include at least 10 Geography and English vocabulary terms 	<p>PERSONAL ODYSSEY JOURNAL</p> <p>Student (<i>individual</i>) writes a journal that details his/her own fictional odyssey. Each of the following will be included in the Writing Portfolio:</p> <ul style="list-style-type: none"> • A detailed map of the journey he/she took while re-building Odysseus' planet. • A minimum of 5 journal entries, which include: <ul style="list-style-type: none"> - The date of your imaginary travels - Exact map location including the latitude and longitude - Interesting facts about the location including names of people, places, things, etc. - A brief story about the adventure that happened to you at each of the five locations (be creative) - Climate, natural resources, and city creation must be topics of 3 of the entries. - Reflection about his/her time spent there - Links to <i>The Odyssey</i>, whether it be characters, places, events, etc. - Include at least 10 Geography and English vocabulary terms from his/her vocabulary list. 	<p>In addition to meeting the PROFICIENT criteria ...</p> <p>Student map is interactive in some manner.</p> <p>Student writes from a unique perspective (i.e., from the viewpoint of a character in <i>The Odyssey</i>,</p> <p>Student incorporates illustrations of the habitat, environment, flora, and/or fauna of that region in the journal entries (i.e., a "crumple-horned snorkack" – be creative).</p>
<p>English Content</p>	<p>0----10----20----30----40----50----60----69</p>	<p>70-----75-----80-----85-----89</p>	<p>90-----95-----100</p>
<p align="center">Description</p> <p>(3) Writing/grammar/usage/conventions/spelling. The student relies increasingly on the conventions and mechanics of written English, including the rules of grammar and usage, to write clearly and effectively. The student is expected to:</p> <p>(A) produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization such as italics and ellipses;</p> <p>(B) demonstrate control over grammatical elements such as subject-verb agreement, pronoun-antecedent agreement, verb forms, and parallelism;</p> <p>(C) compose increasingly more involved sentences that contain gerunds, participles, and infinitives in their various functions; and</p> <p>(D) produce error-free writing in the final draft.</p>	<p>Student (<i>individual</i>) Written Portfolio contains few, if any, of the following:</p> <ul style="list-style-type: none"> • Brainstorming of ideas on the graphic organizer provided in the project briefcase. • Rough draft with correct proofreading mark-ups and evidence of editing from at least 2 (two) group members (if available). • Second rough draft showing integration of group members' editing and editing one's own sentences to make them more complex. • Final Draft that is relatively error-free, written in Standard American English, and is neat. • Provides little or irrelevant evidence to support claims. • Demonstrates inadequate control of sentence structure with inappropriate use of language and limited or incorrect word choice. • Reflects a variety of errors in the conventions of written English; these errors cause confusion. 	<p>WRITTEN PORTFOLIO REQUIREMENTS</p> <p>Student (<i>individual</i>) will produce a Written Portfolio that will include:</p> <ul style="list-style-type: none"> • Brainstorming of ideas on the graphic organizer provided in the project briefcase. • Rough draft with correct proofreading mark-ups and evidence of editing from at least 2 (two) group members (if available). • Second rough draft showing integration of group members' editing and editing one's own sentences to make them more complex. • Final Draft that is relatively error-free, written in Standard American English, and is neat. 	<p>In addition to meeting the PROFICIENT criteria...</p> <ul style="list-style-type: none"> • Communicates insightfully with consistent awareness of audience and purpose. • Writing is confident, coherent, clearly focused, well organized and thoroughly developed. • Provides a variety of well-chosen details, quotations or examples to support claims. • Demonstrates exceptional control of sentence structure with precise use of language and word choice. • Reflects mastery of the conventions of written English and is virtually free of errors.
<p>Written Communication</p>	<p>0----10----20----30----40----50----60----69</p>	<p>70-----75-----80-----85-----89</p>	<p>90-----95-----100</p>
<p>Global and Community Engagement</p>	<ul style="list-style-type: none"> • Student is unable to articulate ways in which he/she can take action in his/her community to effect change. 	<ul style="list-style-type: none"> • Student is able to articulate ways in which s/he can take action in his/her community to effect change 	<ul style="list-style-type: none"> • Student is able to engage others in discourse about the ways in which he/she can effect change within the community.
<p>Group Work Ethic</p>	<p>0----10----20----30----40----50----60----69</p>	<p>70-----75-----80-----85-----89</p>	<p>90-----95-----100</p>

COMMENTS:

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