

TEKS	UNSATISFACTORY	PROFICIENT	ADVANCED
<p align="center">World Geography</p> <p>(WG5) Geography. The student understands how political, economic, and social processes shape cultural patterns and characteristics in various places and regions. The student is expected to:</p> <p>(WG5A) analyze how the character of a place is related to its political, economic, social, and cultural characteristics; and</p> <p>(WG5B) analyze political, economic, social, and demographic data to determine the level of development and standard of living in nations(</p> <p>(WG10) Economics. The student understands the distribution and characteristics of economic systems throughout the world. The student is expected to:</p> <p>(WG10A) describe the characteristics of traditional, command, and market economies;</p> <p>(WG11) Economics. The student understands the reasons for the location of economic activities (primary, secondary, tertiary, and quaternary) in different economic systems. The student is expected to: and diffusion;</p> <p>(WG16) Culture. The student understands how the components of culture affect the way people live and shape the characteristics of regions. The student is expected to:</p> <p>(WG16A) describe distinctive cultural patterns and landscapes associated with different places in Texas, the United States, and other regions of the world, and how these patterns influenced the processes of innovation and diffusion;</p> <p>(WG16B) give examples of ways various groups of people view cultures, places, and regions</p> <p>(WG16C) compare life in a variety of cities and nations in the world to evaluate the relationships involved in political, economic, social, and environmental changes.</p>	<p>Students' electronic dossier [webpage(s)]:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Map of assigned country did not include or was missing physical geographic characteristics. <input type="checkbox"/> Students did not analyze how their country's physical geography has changed over time or was incorrect/incomplete. <input type="checkbox"/> Map of assigned country did not include political boundaries or were incorrect/incomplete. <input type="checkbox"/> Did not analyze how and/or why political boundaries have changed over time or analysis was incorrect/incomplete. <p>Economics:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Students did not explain the current economic activities or were incorrect/incomplete. <input type="checkbox"/> Students did not give examples of natural resources and/or impacts on the economy or it was incorrect/incomplete. <input type="checkbox"/> Students did not explain economic systems the country has had throughout history or it was incorrect/incomplete. <input type="checkbox"/> Students did not explain main imports or impact to economy or it was incorrect/incomplete. <p>Culture:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Students did not include example or description of music or was incorrect/incomplete. <input type="checkbox"/> Students did not include example or description of art or was incorrect/incomplete. <input type="checkbox"/> Students did not include example or description of fashion or was incorrect/incomplete. <input type="checkbox"/> Students did not include example or description of food or was incorrect/incomplete. 	<p>Students will create an electronic dossier [webpage(s)] to include the following information:</p> <p>Physical Geography and Climate:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Map of Europe showing the location of the country and political boundaries. <ul style="list-style-type: none"> • Analyze how and why political boundaries have changed over time. <input type="checkbox"/> Map of the assigned country that includes major physical features. <input type="checkbox"/> Map of Europe showing climate regions <ul style="list-style-type: none"> • Explain climate in the assigned country. • Describe average climate and precipitation. <p>Economics: Students will explain economic activities for the country:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Examples of natural resources and the impacts of these on the economy <input type="checkbox"/> Economic systems the country has had throughout its history? <input type="checkbox"/> What are the main imports of the country and what are the impacts of these imports to the economy? <input type="checkbox"/> Find and analyze traditional economic indicators: <input type="checkbox"/> Find and analyze traditional economic indicators: <ul style="list-style-type: none"> •GDP, •Inflation, •Unemployment <input type="checkbox"/> Find and analyze indicators of standard of living: <ul style="list-style-type: none"> •GDP per capita, •Literacy rates, •Infant mortality, and •Life expectancy <p>Culture: On your group's website, place the following information pertaining to your country's culture:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Music: a minimum of one example of a traditional piece of music with a description of the history/development of the music/style of music. <input type="checkbox"/> Art: a minimum of two examples of pieces of traditional art with a description of the history/development of the art/style of art. <input type="checkbox"/> Fashion: a minimum of one example of a piece of traditional fashion worn by the people of your country with a description of the history/development of the fashion/style of fashion. <input type="checkbox"/> Food: a minimum of one recipe with a description of the type of food and its history. 	<p>In addition to meeting the PROFICIENT criteria...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Students' maps are interactive in some manner. <input type="checkbox"/> Analysis of physical geographic characteristics is particularly insightful, going beyond the obvious and superficial. <p>Economics:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Include a graph or chart to represent/explain economic activities, natural resources, and/or imports of the country. <p>Culture:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Group members dress in traditional clothing representative of the country. <input type="checkbox"/> Group prepares and brings a sample of the recipe included in website for tasting by the evaluation panel, class, and teachers.



World Geography Content Global and Community Engagement Work Ethic	0-----35-----67 0-----35-----69 0-----35-----69	70-----80-----87 70-----80-----89 70-----80-----89	90-----95-----100 90-----95-----100 90-----95-----100
<p align="center">Description English (50%)</p> <p>(7) Reading/comprehension. The student comprehends selections using a variety of strategies. The student is expected to: (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: (A) analyze characteristics of text, including its structure, word choices, and intended audience; (B) evaluate the credibility of information sources and determine the writer's motives;</p>	<ul style="list-style-type: none"> • Student is missing or has incomplete information from the electronic dossier (webpage) to include the following: <ul style="list-style-type: none"> ◆ Analysis of one character from <i>The Bourne Identity</i>. <ul style="list-style-type: none"> → What did the character look like? → What did the character do? → What can you infer about this character's actions? → What is your analysis of this character's actions and interactions with other characters? → Select a scene from the novel and predict what the character's next action will be based on his/her previous actions and characteristics. ◆ Use text evidence to defend your responses. ◆ Include a picture of what you think the character looks like. ◦ Compare and contrast the character Carlos with the real person Carlos the Jackal: <ul style="list-style-type: none"> → Why do you think Robert Ludlum chose Carlos the Jackal as a model for this character? ◆ Use text (both from the novel and other sources) to defend your responses. 	<ul style="list-style-type: none"> • Read selections from <i>The Bourne Identity</i> by Robert Ludlum and create an electronic dossier (webpage) that includes the following: <ul style="list-style-type: none"> ◆ Analysis of one character from <i>The Bourne Identity</i>. <ul style="list-style-type: none"> → What did the character look like? → What did the character do? → What can you infer about this character's actions? → What is your analysis of this character's actions and interactions with other characters? → Select a scene from the novel and predict what the character's next action will be based on his/her previous actions and characteristics. ◆ Use text evidence to defend your responses. ◆ Include a picture of what you think the character looks like based on the description from the text. (NOT from the movie) ◦ Compare and contrast the character Carlos with the real person Carlos the Jackal: <ul style="list-style-type: none"> → Why do you think Robert Ludlum chose Carlos the Jackal as a model for this character? ◆ Use text (both from the novel and other sources) to defend your responses. 	<p>In addition to meeting the PROFICIENT criteria ...</p> <ul style="list-style-type: none"> • Change one characteristic of your selected character, and select a scene from the book that features your character. Imagine how your character would behave differently in that situation if you changed the characteristic you selected. In no more than a half page, explain how your selected character would behave differently in that scene based on the characteristic that you changed. (Formatting of the half page is 12 point, double spaced, Arial or Times New Roman font.)
English Content Critical Thinking	0-----35-----69 0-----35-----69	70-----80-----89 70-----80-----89	90-----95-----100 90-----95-----100

COMMENTS:

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