Group Number:\_\_\_\_\_\_\_ Date : \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Class Period: \_\_\_\_\_\_\_\_\_

Group Members:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Unit 2: Four Regions of Texas Project**

**Part 1: Map of the Four Regions**

**IB Criterion A: Knowing and Understanding**

|  |  |
| --- | --- |
| Achievement Level | Level Descriptor |
| 0 | The student does not reach a standard described by any of the descriptors below. |
| 1-2 | The group:* shows **basic** knowledge of the four regions of Texas and understanding of geographic content and concepts through **some** Texas specific examples and use of map skills.
 |
| 3-4 | The group:* shows knowledge of the four regions of Texas and understanding of geographic content and concepts through **simple** Texas specificexamples and use of map skills.
 |
| 5-6 | The group:* shows **good** knowledge of the four regions of Texas and understanding of geographic content and concepts through Texas specificexamples and use of map skills.
 |
| 7-8 | The group:* shows **detailed** knowledge of the four regions of Texas and understanding of geographic content and concepts throughTexas specific examples and use of map skills.
 |

* **Students should be able to show knowledge and understanding of subject-specific content and concepts, appropriate to the age level, using descriptions, explanations, and examples.**

**Students will give each member of their group a confidential score from the IB rubrics provided for their effort on the map and brochure portion of the project. Those scores will be averaged together with each group member’s final grade.**

**Student Participation grade: \_\_\_\_\_\_\_ Map average**

 **\_\_\_\_\_\_\_ Brochure average**

 **\_\_\_\_\_\_\_ Total Participation Grade**

**Part 2: Travel Brochure for the Four Regions**

**IB Criterion D: Communicating**

* **Students should be able to communicate information and ideas using an appropriate style for the audience and purpose.**
* **Students should be able to structure information and ideas in a way that is appropriate to the specified format.**
* **Students will be able to create a list of sources of information according to the task instructions.**

|  |  |
| --- | --- |
| Achievement Level | Level Descriptor |
| 0 | The student does not reach a standard described by any of the descriptors below. |
| 1-2 | The group:* **tries in a limited way** to communicate information about the four regions of Texas in a persuasive style that is clear to others.
* **tries in a limited way** to organize information and ideas about the four regions of Texas according to brochure instructions.
* **makes a limited attempt** to list sources of information following the brochure instructions.
 |
| 3-4 | The group:* communicates information and ideas about the four regions of Texas in a persuasive style that is **sometimes** clear to others.
* organizes information about the four regions of Texas **sometimes** in the order needed for the brochure.
* includes a list of sources of information that **sometimes** follows the brochure instructions.
 |
| 5-6 | The group:* communicates information and ideas about the four regions of Texas in a persuasive style that is **often** clear to others.
* organizes information about the four regions of Texas **often** in the order needed for the brochure.
* creates a list of the sources of information that **often** follows the brochure instructions.
 |
| 7-8 | The group:* communicates information and ideas about the four regions of Texas in a persuasive style that is **clear** to others.
* organizes information about the four regions of Texas **completely** in the order needed for the brochure.
* creates a list of sources of information that follows the brochure instructions.
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