**Course: WorldGeoLit**  
**Project: Re-creating a Planet**

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<th>CRITERIA</th>
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| **World Geography** | Students (group) do not demonstrate an understanding of various landforms because their new planet contains fewer than 1 continent per student in the group and lacks:  
- 2 mountain ranges  
- 4 river systems 1 of them major  
- 2 Lakes (5 reservoirs)  
- 1 canyon  
- 1 desert  
- 2 major valleys  
- 1 Tropical rain forest  
An individual continent is lacking 6 of the above landforms.  
An individual continent is lacking a city.  
An individual continent is lacking the identification of natural resources. | Students (group) create a new planet.  
Each student in the group must create one continent.  
The planet, as a whole, must include at least the following landforms and water sources:  
- 2 mountain ranges  
- 4 river systems, 1 of them major  
- 2 Lakes (5 reservoirs)  
- 1 canyon  
- 1 desert  
- 2 major valleys  
- 1 Tropical rain forest  
- Tropical rain forest  
Each continent must contain at least 6 of the above landforms and water sources. | In addition to meeting the PROFICIENT criteria...  
Students (group) demonstrate complete understanding of how climate affects the distribution of plants and animals by creating their own species of plants and animals:  
- 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.  
Students (group) describe the culture of the cities created.  
Students (group) 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. |
| **PLANET ILLUSTRATION/MODEL** | Students (group) will demonstrate an understanding of settlement patterns by creating at least one (1) city per continent on their planet.  
Students identify at least 2 natural resources per continent. | Students (group) will demonstrate an understanding of settlement patterns by creating at least one (1) city per continent on their planet.  
Students identify at least 2 natural resources per continent. |  |
| **PRESENTATION REQUIREMENTS** | Students (group) locate settlements and observe patterns in the size and distribution of cities using maps, graphics, and other information; and Students (group) 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. | Students (group) explain how natural resources affect settlement patterns. |  |

**World Geography Content**  
0-10-20-30-40-50-60-69  
70-75-80-85-89  
90-95-100

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**UNSATISFACTORY**

- Students (group) do not demonstrate an understanding of various landforms because their new planet contains fewer than 1 continent per student in the group and lacks:
  - 2 mountain ranges
  - 4 river systems 1 of them major
  - 2 Lakes (5 reservoirs)
  - 1 canyon
  - 1 desert
  - 2 major valleys
  - 1 Tropical rain forest

Each student in the group must create one continent.

**PROFICIENT**

- Students (group) create a new planet.
- Each student in the group must create one continent.
- The planet, as a whole, must include at least the following landforms and water sources:
  - 2 mountain ranges
  - 4 river systems, 1 of them major
  - 2 Lakes (5 reservoirs)
  - 1 canyon
  - 1 desert
  - 2 major valleys
  - 1 Tropical rain forest
  - Tropical rain forest

Each continent must contain at least 6 of the above landforms and water sources.

**ADVANCED**

- Students (group) demonstrate complete understanding of how climate affects the distribution of plants and animals by creating their own species of plants and animals:
  - 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.
- Students (group) describe the culture of the cities created.
- Students (group) 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.
PEOPLE ODYSSEY JOURNAL
Student (individual) writes a journal that details his/her own fictional odyssey. Each of the following will be included in the Writing Portfolio:

- A detailed map of the journey he/she took while re-building Odysseus’ planet.
- A minimum of 5 journal entries, which include:
  - 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 The Odyssey, whether it be characters, places, events, etc.
- Include at least 10 Geography and English vocabulary terms

WRITTEN PORTFOLIO REQUIREMENTS
Student (individual) will produce a Written Portfolio that will include:

- 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.

In addition to meeting the PROFICIENT criteria...

- 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.

GLOBAL AND COMMUNITY ENGAGEMENT

- Student is able to articulate ways in which he/she can take action in his/her community to effect change.

GROUP WORK ETHIC

- Student is able to engage others in discourse about the ways in which he/she can effect change within the community.