### World Geography

**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:

1. **WG5A** analyze how the character of a place is related to its political, economic, social, and cultural characteristics; and
2. **WG5B** analyze political, economic, social, and demographic data to determine the level of development and standard of living in nations.

**WG10** Economics. The student understands the distribution and characteristics of economic systems throughout the world. The student is expected to:

1. **WG10A** describe the characteristics of traditional, command, and market economies;
2. **WG11** Economics. The student understands the reasons for the location of economic activities (primary, secondary, tertiary, and quaternary) in different economic systems.
3. **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:
4. **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;
5. **WG16B** give examples of ways various groups of people view cultures, places, and regions
6. **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.

### Students’ Electronic Dossier [Webpage(s)]

- **Students will create an electronic dossier [webpage(s)] to include the following information:**
  - **Physical Geography and Climate:**
    1. Map of Europe showing the location of the country and political boundaries.
    2. Map of the assigned country that includes major physical features.
  - **Economics:**
    1. Examples of natural resources and the impacts of these on the economy.
    2. Economic systems the country has had throughout its history.
    3. What are the main imports of the country and what are the impacts of these imports to the economy?
    4. Find and analyze traditional economic indicators.
    5. Find and analyze traditional economic indicators:
       - GDP, Inflation, Unemployment
  - **Culture:**
    1. Find and analyze indicators of standard of living:
       - GDP per capita, Literacy rates, Infant mortality, and Life expectancy
    2. 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.
    3. Art: a minimum of two examples of pieces of traditional art with a description of the history/development of the art/style of art.
    4. 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.
    5. Food: a minimum of one recipe with a description of the type of food and its history.

### Students’ Electronic Dossier [Webpage(s)]

- **Students’ maps are interactive in some manner.**
- **Analysis of physical geographic characteristics is particularly insightful, going beyond the obvious and superficial.**

### Economics:

- Include a graph or chart to represent/explain economic activities, natural resources, and/or imports of the country.

### Culture:

- Group members dress in traditional clothing representative of the country.
- Group prepares and brings a sample of the recipe included in website for tasting by the evaluation panel, class, and teachers.

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**TEKS | UNSATISFACTORY | PROFICIENT | ADVANCED**

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In addition to meeting the PROFICIENT criteria...
- 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.)

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<tr>
<th>Description</th>
<th>English Content</th>
<th>Critical Thinking</th>
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<td>English (50%)</td>
<td>(7) Reading/comprehension. The student comprehends selections using a variety of strategies. The student is expected to:</td>
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<td>(A) draw inferences such as conclusions, generalizations, and predictions and support them from text;</td>
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<td>(12) Reading/analysis/evaluation. The student reads critically to evaluate texts. The student is expected to:</td>
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<td>(A) analyze characteristics of text, including its structure, word choices, and intended audience;</td>
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<td>(B) evaluate the credibility of information sources and determine the writer's motives;</td>
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- Student is missing or has incomplete information from the electronic dossier (webpage) to include the following:
  - Analysis of one character from The Bourne Identity.
    - 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:
    - 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.

- Read selections from The Bourne Identity by Robert Ludlum and create an electronic dossier (webpage) that includes the following:
  - Analysis of one character from The Bourne Identity.
    - What did the character look like?
    - What did the character do?
    - What can you infer about this character's actions?
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