



Edit page

CW High School

World Geography

1. Mapping (10.00%)

Learning Targets

1.1 I can analyze the information found in geographical maps, charts, tables and country databases.

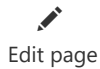
Learning Target	Descriptor	Definition
4	Proficient	I can analyze the information found in geographical maps, charts, tables and country databases.
3	Developing	I can compare and contrast the information found in geographical maps, charts, tables and country databases.
2	Basic	I can outline the information found in geographical maps, charts, tables and country databases.
1	Minimal	I can state the overall topic of the documents supporting it with pieces of information found within the documents.
0	No Evidence	No evidence shown.

2. Themes of Geography (10.00%)

Learning Targets

2.1 I can examine a variety of resources to demonstrate how the five themes of geography are linked specifically to a country or geographical area being researched.

Learning Target	Descriptor	Definition
4	Proficient	I can examine a variety of resources to demonstrate how the five themes of geography are linked specifically to a country or geographical area being researched.
3	Developing	I can identify, describe, and apply the five themes of geography to specific locations and events.
2	Basic	I can identify, describe, and provide examples of the five themes of geography.
1	Minimal	I can identify and describe the five themes of geography.
0	No Evidence	No evidence shown.



CW High School

World Geography

3. Culture (15.00%)

Learning Targets

3.1 I can examine four key components culture by giving global and personal examples.

Learning Target	Descriptor	Definition
4	Proficient	I can examine four key components culture by giving global and personal examples.
3	Developing	I can distinguish between the four components of culture.
2	Basic	I can describe four components of culture.
1	Minimal	I can list four components of culture.
0	No Evidence	No evidence shown.

3.2 I can discuss, in detail, cultural universals and provide examples of these from the United States and around the world.

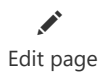
Learning Target	Descriptor	Definition
4	Proficient	I can discuss, in detail, cultural universals and provide examples of these from the United States and around the world.
3	Developing	I can distinguish between global cultural universals by giving specific examples.
2	Basic	I can list examples of cultural universals.
1	Minimal	I can define what a cultural universal is.
0	No Evidence	No evidence shown.

4. Population & Migration (20.00%)

Learning Targets

4.1 I can describe the major population centers of the World and the factors contributing to this growth using facts on a population distribution map and other sources.

Learning Target	Descriptor	Definition
4	Proficient	I can describe the major population centers of the World and the factors contributing to this growth using facts on a population distribution map and other sources.
3	Developing	I can explain the factors that contribute to population growth in particular regions of the world.
2	Basic	I can differentiate between densely and sparsely populated regions in the world.
1	Minimal	I can locate areas of major population on a world map.
0	No Evidence	No evidence shown.



2 I can evaluate a population pyramid and predict concerns that the population might face.


Learning Target	Descriptor	Definition
4	Proficient	I can evaluate a population pyramid and predict concerns that the population might face.
3	Developing	I can create a population pyramid and explain which stage of the demographic transition model the population is in.
2	Basic	I can explain the technological, medical, and social changes that cause a particular population to transition from one stage to another.
1	Minimal	I can identify and describe the stages of population using the demographic transition model.
0	No Evidence	No evidence shown.

4.3 I can discuss in detail push/pull factors involved in internal and external migrations including the type of category (economic, cultural or environmental).

Learning Target	Descriptor	Definition
4	Proficient	I can discuss in detail push/pull factors involved in internal and external migrations including the type of category (economic, cultural or environmental).
3	Developing	I can compare internal and external migrations based on push factors and type of category (economic, cultural or environmental).
2	Basic	I can classify push and pull factors into the correct category (economic, cultural or environmental).
1	Minimal	I can define both push/pull factor and internal/external migration.
0	No Evidence	No evidence shown.

4.4 I can discuss the need to support or refute the immigration policy of the United States by comparing it to policies of other countries and citing at least three pieces of evidence.

Learning Target	Descriptor	Definition
4	Proficient	I can discuss the need to support or refute the immigration policy of the United States by comparing it to policies of other countries and citing at least three pieces of evidence.
3	Developing	I can research the current immigration policy of the United States.
2	Basic	I can outline the current immigration policy in the United States.
1	Minimal	I can describe the information shown in United States immigration statistics.
0	No Evidence	No evidence shown.


Edit page

CW High School

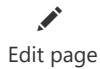
World Geography

5. Religions (10.00%)

Learning Targets

5.1 I can discuss in detail, the key components of major world religions.

Learning Target	Descriptor	Definition
4	Proficient	I can discuss in detail, the key components of major world religions.
3	Developing	I can distinguish between the key components of the major world religions.
2	Basic	I can describe the key components of the major world religions.
1	Minimal	I can identify the key components of the major world religions.
0	No Evidence	No evidence shown.



CW High School

World Geography

6. States (15.00%)

Learning Targets

6.1 I can examine the formation of boundaries including the cooperation/conflict that may result from other states or individuals.

Learning Target	Descriptor	Definition
4	Proficient	I can examine the formation of boundaries including the cooperation/conflict that may result from other states or individuals.
3	Developing	I can explain the history of the border formation of a specific state discussed in class.
2	Basic	I can describe and give examples of physical and cultural boundaries.
1	Minimal	I can identify two types of boundaries.
0	No Evidence	No evidence shown.

6.2 I can examine in detail a current conflict in the world by investigating the origin, current status, individuals and groups involved and how it may have an impact on the United States.

Learning Target	Descriptor	Definition
4	Proficient	I can examine in detail a current conflict in the world by investigating the origin, current status, individuals and groups involved and how it may have an impact on the United States.
3	Developing	I can explain a current conflict in the world by investigating the origin, current status, individuals and groups involved and how it may have an impact on the United States.
2	Basic	I can outline a current conflict in the world.
1	Minimal	I can locate areas of conflict on a world map.
0	No Evidence	No evidence shown.



CW High School

World Geography

7. Reading and Writing (20.00%)

Learning Targets

7.1 I can read to identify and explain the central idea of a topic-specific text while also determining supporting details used and summarizing information accurately.

Learning Target	Descriptor	Definition
4	Proficient	I can read to identify and explain the central idea of a topic-specific text while also determining supporting details used and summarizing information accurately.
3	Developing	I can read to identify and explain the central idea of a topic-specific text while also determining supporting details used.
2	Basic	I can read to identify the central idea of a topic-specific text while also determining supporting details used.
1	Minimal	I can read to identify the central idea of a topic-specific text.
0	No Evidence	No evidence shown.

7.2 I can produce clear and coherent writing, with sound conventions and mechanics, in which the development, organization, and style are appropriate to the task.

Learning Target	Descriptor	Definition
4	Proficient	I can produce clear and coherent writing, with sound conventions and mechanics, in which the development, organization, and style are appropriate to the task.
3	Developing	I can produce coherent writing, with minimal errors in conventions and mechanics, in which the development and organization are appropriate to the task.
2	Basic	I can produce coherent writing, with few errors in conventions and mechanics, with evident organization and appropriate to the task.
1	Minimal	I can produce coherent writing appropriate to the task.
0	No Evidence	No evidence shown.

Submitted on 2/2/2022 by