

**Curriculum Standard One:** The students will identify the five themes of geography and apply these to geography units and current events throughout the year.

Performance Objective	Critical Attributes	Benchmarks/Assessment
<p>*1. The students will identify the five themes of geography: regions, location, place, movement, and human environment interaction.</p>	<p>A. Can the students identify the themes of geography and apply this information in units of study throughout the year?</p>	<ul style="list-style-type: none"> <li>• The students will create a collage for each theme in geography.</li> <li>• The students will write a story incorporating all the five themes.</li> <li>• The students will use the five themes to apply to current event news stories in a report.</li> <li>• The students will view a slide show in order to identify the five themes in a quiz.</li> </ul>

**Curriculum Standard Two: The students will understand various types of maps and projections and demonstrate their ability to utilize these maps appropriately.**

Performance Objective	Critical Attributes	Benchmarks/Assessment
<p>*1. The students will understand the use of maps and projections.</p>	<p>A. Can the students use maps to further their understanding of geography?</p>	<ul style="list-style-type: none"> <li>• The students will create a letter number grid incorporating one or more examples of the five themes of geography.</li> <li>• The students will identify the five standard features of all maps (title, date, scales, direction, key) by labeling a map.</li> <li>• The students will participate in a scavenger hunt using a local Sacramento map.</li> <li>• The students will draw a scale map of where they live in relation to their school.</li> <li>• The students will compare special purpose maps in order to draw conclusions and record their conclusions in a course journal.</li> </ul>

**Curriculum Standard Three: The students will understand and create graphs in order to further their understanding about content specific information.**

Performance Objective	Critical Attributes	Benchmarks/Assessment
<p>*1. The students will use graphs to further their understanding of an issue.</p>	<p>A. Can the students use graphs in their study of geography?</p>	<ul style="list-style-type: none"> <li>• The students will use an almanac to create a pie graph on a country's imports and exports.</li> <li>• The students will scan an article for statistics and create numerous pie and bar graphs to further their understanding.</li> <li>• The students will use the local weather chart to design a line graph and make forecasts.</li> </ul>

**Curriculum Standard Four:** The students will understand internal and external earth forces and how they relate to the development of landforms.

Performance Objective	Critical Attributes	Benchmarks/Assessment
<p>*1. The students will understand how plate tectonics is instrumental in developing a variety of landforms.</p>	<p>A. Can the students identify the distinguishing features of various landforms?</p>	<ul style="list-style-type: none"> <li>The students will identify a variety of landforms in the world, such as peninsulas, mountains, gulfs, and bays on a quiz or a test.</li> <li>The students will produce a geography vocabulary list with an explanatory graphic.</li> <li>The students will make an analogy of their life to a landform in a short story.</li> </ul>

**Curriculum Standard Five: The students will identify and describe the various biomes in the world focusing on climate and vegetation.**

Performance Objective	Critical Attributes	Benchmarks/Assessment
<p>*1. The students will understand how climate and vegetation are interrelated.</p>	<p>A. Can the students identify different climate and vegetation patterns in the world?</p>	<ul style="list-style-type: none"> <li>The students will create a poster on climate and vegetation patterns in the world.</li> <li>The students will write an essay “What if the earth had no mountains?”</li> <li>The students will participate in a “spy hunt” to interpret data on several climographs with a partner and record conclusions on a worksheet.</li> </ul>

**Curriculum Standard Six: The students will understand geographic distribution, types of resources and the value of resource to everyday living.**

Performance Objective	Critical Attributes	Benchmarks/Assessment
<p>*1. The students will understand the importance of resources to their life.</p>	<p>A. Can the students understand the importance of the world resources?</p>	<ul style="list-style-type: none"> <li>• The students will produce a pamphlet on resources for elementary students.</li> <li>• The students will present an analysis in a global press conference on the endangered earth.</li> <li>• The students will produce charts and graphs to reflect the world’s resources.</li> </ul>

**Curriculum Standard Seven: The students will analyze resource usage and its effects on population, hunger, and the environment in the world.**

Performance Objective	Critical Attributes	Benchmarks/Assessment
<p>*1. The students will understand the cause and effect relationship of resources upon population, hunger, and the environment.</p>	<p>A. Can the students understand this cause and effect relationship of resources upon population, hunger, and environment?</p>	<ul style="list-style-type: none"> <li>• The students will study the settlement patterns of population in the world by creating data charts.</li> <li>• The students will read the accounts of various impoverished people in the world and create a flow chart showing cause and effect relationships.</li> <li>• The students will write an essay explaining the relationship between the quality of resources and their environment.</li> </ul>

**Curriculum Standard Eight: The students will relate five themes of geography to each world region and understand how these regions are interdependent.**

Performance Objective	Critical Attributes	Benchmarks/Assessment
<p>*1. The students will use the five themes to understand the world interdependence and the global marketplace (regions, location, place, movement, and human environment interaction).</p>	<p>A. Can the students apply the five themes of geography to world regions gaining an understanding of the world markets?</p>	<ul style="list-style-type: none"> <li>• The students will label world regional maps by physiographic features.</li> <li>• The students will successfully complete a “where to build a factory” simulation.</li> <li>• The students will examine global products on store shelves to assess the influence of the international market and write a report with their conclusions.</li> <li>• The students will create a marketing brochure to persuade a major manufacturing company to locate a factory in their country.</li> </ul>



**Curriculum Standard Nine:** The students will understand and define the components of culture and develop an awareness of different cultural groups according to world regions.

Performance Objective	Critical Attributes	Benchmarks/Assessment
<p>1. The students will examine the components of a variety of cultures in the world, such as clothing, food, religion, shelter, and language.</p>	<p>A. Can the students define the components of a culture?</p>	<ul style="list-style-type: none"> <li>• The students will research their own culture and present to the class about clothing, food, religion, shelter, and language.</li> <li>• The students will read a novel (i.e., <i>Trumpeter of Krakow</i>, <i>Children of the River</i>, or <i>Walkabout</i>) and role play assigned chapters.</li> <li>• The students will create a new culture, incorporating entities commonly found in all cultures (i.e., clothing, food, shelter, religion, and language).</li> </ul>

