

Suggested Project Steps:

PLAN:

1. Read the assignment sheet. Look at the sample.
2. Materials- You get ONE circle of cardboard and ONE continent sheet, so plan first, then use pencil. Scissors & markers come last!!! You may use any additional supplies to help you- markers, rulers, glue.
3. Review the requirements on the rubric.
4. Plan out how you will include all of the requirements to complete your globe.
5. Consider how you are going to show the Eastern and Western Hemispheres. Think about how the Prime Meridian will be placed before placing continents. It is suggested that you show the Western Hemisphere on one side and the Eastern Hemisphere on the other side of your globe.

CREATE:

1. **Cover the circle as close as you can.** Trace the circle and cut slightly larger so it's big enough. Fold both papers evenly in half for your Equator. Then glue on your cardboard circle.
2. **Draw in Equator & Major Lines of latitude/longitude** using a ruler. Be sure that your Equator matches up on the front and back! Use a ruler to make sure the lines are straight and appropriately placed. The tropics should be about 1 inch north/south of the Equator and the circles should be about 4 inches north/south of the Equator.
3. **Add in the continents.** You may draw, cut, trace... whatever works best for you! (Tip- Arrange the continents and check their placement accuracy in relation to the Equator, Prime Meridian, and other latitude lines BEFORE gluing or using markers.) Some continents will fold over to both sides since the Prime Meridian runs through them.
4. **Label** in the names of the lines of latitude, longitude, continents, and oceans.
5. **Add a compass rose.**
6. **Mark your location.**
7. **Add color last.** Go over important features with marker.

EXTEND (not required):

- Add additional features of (islands, more latitude/longitude, countries, seas.)
- Play the latitude/longitude, country, or continent games on Google Classroom.

Example Project- Be aware that this model is not perfect or complete! It is just meant to give you an idea of what you are working towards creating.



World Geography Performance Task

Schyrlet Cameron, Suzanne Myers



World Geography Performance Task:

Geography McGraw-Hill Staff,2001-08 *Designing Authentic Performance Tasks and Projects* Jay McTighe,Kristina J. Doubet,Eric M. Carbaugh,2020-02-18 Aimed at the growing number of educators who are looking to move beyond covering the curriculum *Designing Authentic Performance Tasks and Projects* provides a comprehensive guide to ensuring students deeper learning in which they can transfer their knowledge skills and understandings to the world beyond the classroom Readers will learn how to Create authentic tasks and projects to address both academic standards and 21st century skills Apply task frames to design performance tasks that allow voice and choice for students Design and use criterion based evaluation tools and rubrics for assessment including those for students to use in self assessment and peer assessment Incorporate performance based instructional strategies needed to prepare students for authentic performance Differentiate tasks and projects for all students including those needing additional support or challenge Effectively manage the logistics of a performance based classroom Use project management approaches to facilitate successful implementation of tasks and projects Develop performance based curriculum at the program school and district levels Authors Jay McTighe Kristina J Doubet and Eric M Carbaugh provide examples and resources across all grade levels and subject areas Teachers can use this practical guidance to transform their classrooms into vibrant centers of learning where students are motivated and engaged and see relevance in the work they are doing Performance Task Skill Builder, Geography English,1996-09-01

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