Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Class Period: \_\_\_\_\_\_\_\_\_

**Unit 1 Project: Four Regions Promotional Brochure**

You and your partner’s task is to show how human and physical characteristics influence the culture of a geographic region. You are developers of fictional cities in one of each of the 4 regions of Texas. The target audience is people relocating to Texas during economic decline (recession) in other areas of the U.S. The governor sees an opportunity for growth within the 4 cities and is relying on you to market the characteristics of the corresponding regions accurately. You will create a promotional brochure in order to convince people to relocate to Texas. Your product must meet the following standards:

* A tri-fold brochure format (white poster board)
* Accurate examples for each region based on the five themes of geography
* One colored, **original** visual per brochure panel
* Needs to be persuasive in tone
* Must include a biography of the two city developers
* Written components must be typed

**IB Criterion A: Knowing and Understanding**

* **Students should be able to demonstrate knowledge and understanding of subject-specific content and concepts, through descriptions, explanations, and examples.**

|  |  |
| --- | --- |
| Achievement Level | Level Descriptor |
| 0(52%) | The student does not reach a standard described by any of the descriptors below. |
| 1-2(58%-64%) | The student:* demonstrates basic knowledge of the four regions of Texas and understanding of the five themes of geography through limited Texas specific explanations and examples.
 |
| 3-4(70%-76%) | The student:* demonstrates satisfactory knowledge of the four regions of Texas and understanding of the five themes of geography through simple Texas specific explanations and examples.
 |
| 5-6(82%-88%) | The group:* demonstrates substantial knowledge of the four regions of Texas and understanding of the five themes of geography through Texas specific explanations and examples.
 |
| 7-8(94%-100%) | The group:* demonstrates detailed knowledge of the four regions of Texas and understanding of the five themes of geography through developed and accurate Texas specific explanations and examples.
 |

**IB Criterion C: Communicating**

* **Students should be able to communicate information and ideas in a way that is appropriate for the audience and purpose.**
* **Students should be able to structure information and ideas according to the task instructions.**

|  |  |
| --- | --- |
| Achievement Level | Level Descriptor |
| 0(52%) | The student does not reach a standard described by any of the descriptors below. |
| 1-2(58%-64%) | The student:* communicates information and ideas about fictional cities in a specific region of Texas in a persuasive style that is not always clear.
* organizes information and ideas about fictional Texas cities using the five themes of geography in a limited way.
 |
| 3-4(70%-76%) | The student:* communicates information and ideas about fictional cities in a specific region of Texas in a persuasive style that is somewhat clear.
* somewhat organizes information and ideas about fictional Texas cities using the five themes of geography.
 |
| 5-6(82%-88%) | The student:* communicates information and ideas about fictional cities in a specific region of Texas in a persuasive style that is mostly appropriate to the audience and purpose.
* mostly structures information and ideas about fictional Texas cities using the five themes of geography according to brochure instructions.
 |
| 7-8(94%-100%) | The student:* communicates information and ideas about fictional cities in a specific region of Texas in a persuasive style that is completely appropriate to the audience and purpose.
* structures information and ideas about fictional Texas cities using the five themes of geography completely according to brochure instructions.
 |

Reflect on your own knowledge, effort, and final product in three comments below. Using the rubrics, assign yourself a grade based on what score you think you deserve. I will consider your thoughts when grading your brochure.

Comments:

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*

Student Grade: \_\_\_\_\_

Comments:

**Final Grade: \_\_\_\_\_\_**