



PRACTICE - ASSESS - DIAGNOSE

Level

5

# 180 Days of **GEOGRAPHY** for Fifth Grade

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Location

Place

Human-  
Environment  
Interaction

Movement

Region

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## INTRODUCTION

With today's geographic technology, the world seems smaller than ever. Satellites can accurately measure the distance between any two points on the planet and give detailed instructions about how to get there in real time. This may lead some people to wonder why we still study geography.

While technology is helpful, it isn't always accurate. We may need to find detours around construction, use a trail map, outsmart our technology, and even be the creators of the next navigational technology.

But geography is also the study of cultures and how people interact with the physical world. People change the environment, and the environment affects how people live. People divide the land for a variety of reasons. Yet no matter how it is divided or why, people are at the heart of these decisions. To be responsible and civically engaged, students must learn to think in geographical terms.

### The Need for Practice

To be successful in geography, students must understand how the physical world affects humanity. They must not only master map skills but also learn how to look at the world through a geographical lens. Through repeated practice, students will learn how a variety of factors affect the world in which they live.

### Understanding Assessment

In addition to providing opportunities for frequent practice, teachers must be able to assess students' geographical understandings. This allows teachers to adequately address students' misconceptions, build on their current understandings, and challenge them appropriately. Assessment is a long-term process that involves careful analysis of student responses from a discussion, project, practice sheet, or test. The data gathered from assessments should be used to inform instruction: slow down, speed up, or reteach. This type of assessment is called *formative assessment*.



# HOW TO USE THIS BOOK *(cont.)*

## Diagnostic Assessment

Teachers can use the practice pages as diagnostic assessments. The data analysis tools included with the book enable teachers or parents to quickly score students' work and monitor their progress. Teachers and parents can quickly see which skills students may need to target further to develop proficiency.

Students will learn map skills, how to apply text and data to what they have learned, and how to relate what they learned to themselves. Teachers can assess students' learning in each area using the rubrics on pages 210–212. Then, record their scores on the Practice Page Item Analysis sheets on pages 213–215. These charts are also provided in the Digital Resources as PDFs, Microsoft Word® files, and Microsoft Excel® files (see page 216 for more information). Teachers can input data into the electronic files directly on the computer, or they can print the pages.

## To Complete the Practice Page Item Analyses:

- Write or type students' names in the far-left column. Depending on the number of students, more than one copy of the forms may be needed.
  - The skills are indicated across the tops of the pages.
  - The weeks in which students should be assessed are indicated in the first rows of the charts. Students should be assessed at the ends of those weeks.
- Review students' work for the days indicated in the chart. For example, if using the Making Connections Analysis sheet for the first time, review students' work from Day 5 for all five weeks.
- Add the scores for each student. Place that sum in the far right column. Record the class average in the last row. Use these scores as benchmarks to determine how students are performing.



## Digital Resources

The Digital Resources contain digital copies of the rubrics, item analysis sheets, and standards charts. See page 216 for more information.

# HOW TO USE THIS BOOK *(cont.)*

## Using the Results to Differentiate Instruction

Once results are gathered and analyzed, teachers can use them to inform the way they differentiate instruction. The data can help determine which geography skills are the most difficult for students and which students need additional instructional support and continued practice.

### Whole-Class Support

The results of the diagnostic analysis may show that the entire class is struggling with certain geography skills. If these concepts have been taught in the past, this indicates that further instruction or reteaching is necessary. If these concepts have not been taught in the past, this data is a great preassessment and may demonstrate that students do not have a working knowledge of the concepts. Thus, careful planning for the length of the unit(s) or lesson(s) must be considered, and additional front-loading may be required.

### Small-Group or Individual Support

The results of the diagnostic analysis may show that an individual student or a small group of students is struggling with certain geography skills. If these concepts have been taught in the past, this indicates that further instruction or reteaching is necessary. Consider pulling these students aside to instruct them further on the concepts while others are working independently. Students may also benefit from extra practice using games or computer-based resources.

Teachers can also use the results to help identify proficient individual students or groups of students who are ready for enrichment or above-grade-level instruction. These students may benefit from independent learning contracts or more challenging activities.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Directions: Use the map to answer the questions.



1. Shade a state you would like to visit.

2. What is north of that state?

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3. What is south of that state?

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4. What is west of that state?

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5. What is east of that state?

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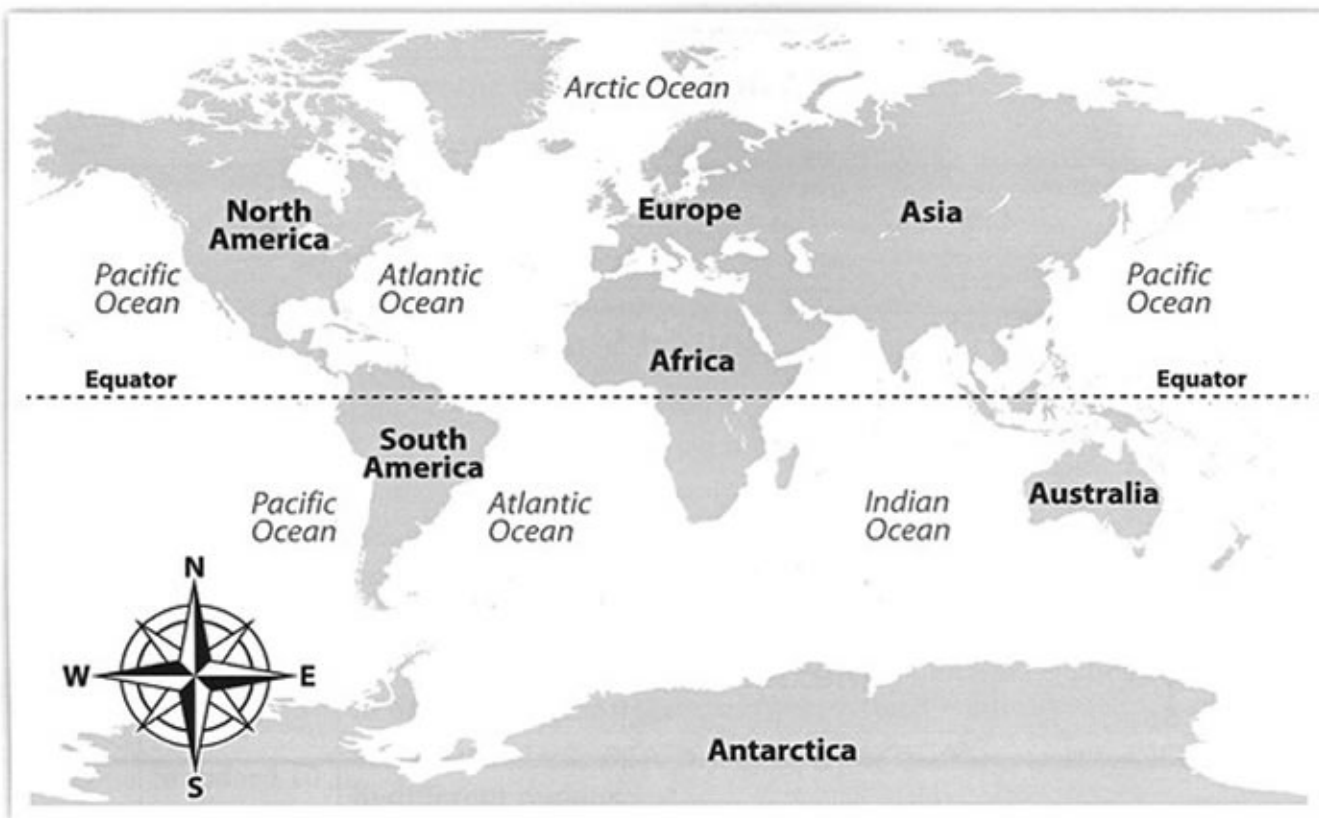
6. Describe the size the state you chose.

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Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Directions:** Study the map of the world. Then, answer the questions.



1. Circle the continent where you live.
2. Describe your continent's position. What other continents or bodies of water is it near? Use the compass rose to help you.

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3. Trace the equator in blue.
4. Name two continents that are on the equator.
5. Name a continent that is entirely south of the equator.

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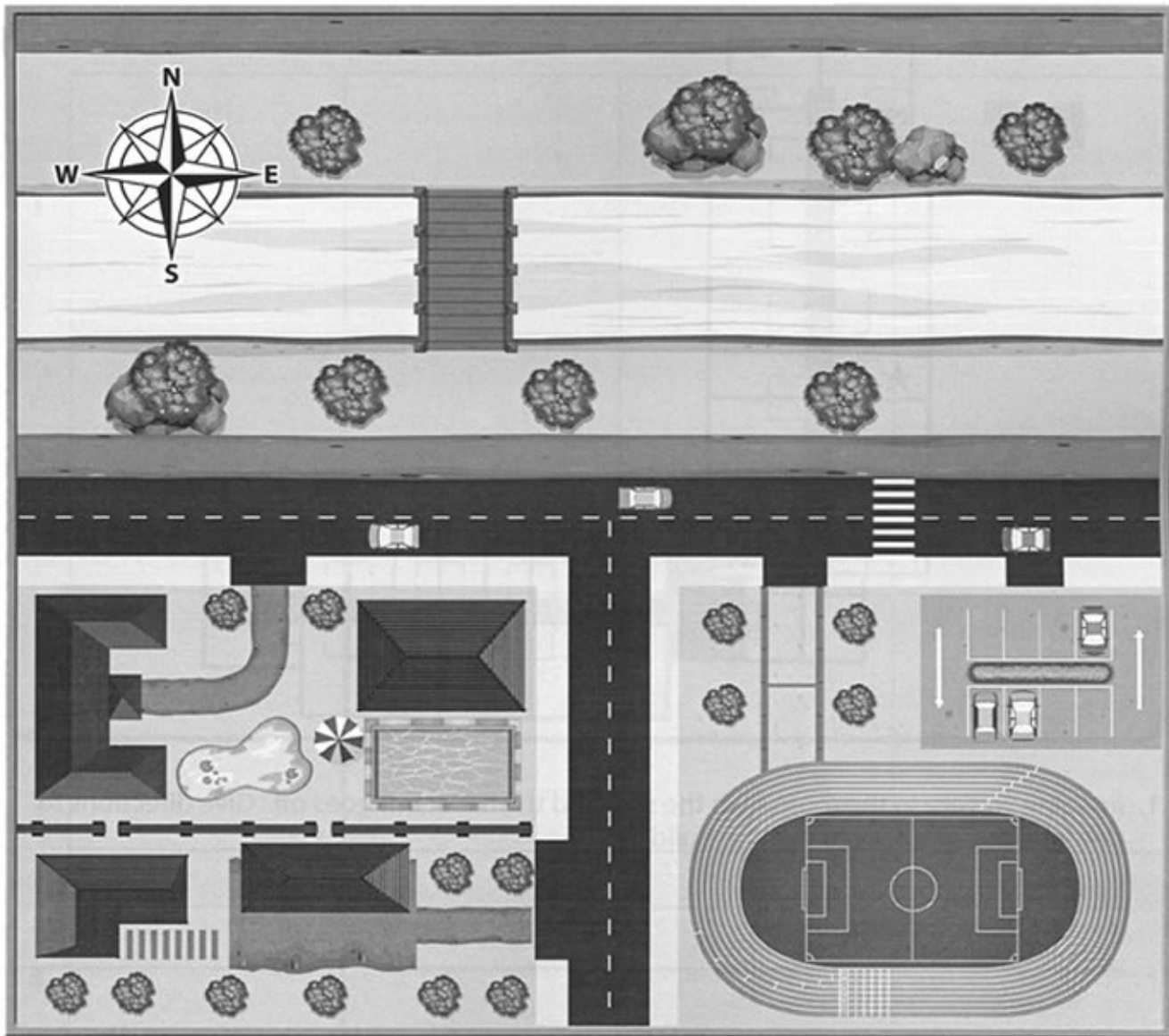


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Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Directions:** Follow the steps to complete the map.

1. Add a boat in the river west of the bridge.
2. Draw a path someone might take from the stadium to the north side of the river.
3. Draw a fence around the house in the southwest corner of the map.
4. Draw a person in the northeast corner of the map.
5. Name each street.

