

Summative Assessment #3 for Where Is Japan? – Basic Map Skills



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Where Is Japan? Basic Map Skills

Review for Summative Assessment #3 This should be completed on Day 6 of the unit.

During read-aloud time, read **Alexander and the Terrible, Horrible, No Good, Very Bad Day** by Judith Viorst. Since Alexander is constantly threatening to go to Australia, this book selection gives reason to explore Australia on a map/ globe. Transfer the introduction of Australia established during read-aloud to social studies - maps and globes. Review all standards presented in this unit by having students complete these activities using Australia as the target country.

Is Australia a real country? (SS.B.1.1.2.1.1)

Locate Australia on the globe. Australia is in which hemispheres? (SS.B.1.1.1.1.2)

Which way must we travel to go from here to Australia? (SS.B.1.1.2.1.2)

What physical environments does Australia have that are like our own? (SS.B.1.1.3.1.1)

What regions do we have in common with Australia? (SS.B.1.1.4.1.1, SS.B.1.1.3.1.1)

What measurement unit and terms should we use to measure how far it is from here to Australia? (SS.B.1.1.1.1.1)

Have the student select a tool to measure the distance from here to Australia and communicate why that tool was chosen. (MA.B.1.1.1.1.1, MA.B.4.1.2.1.1)

Formatively assess understanding of all standards during the above discussion. Give informative and corrective feedback.

Further information about Australia can be found at <http://www.australia.com>

Where Is Japan? Basic Map Skills
Summative Assessment #3
Constructed Response, Selected Response
Use after all unit instruction and review is complete.

Duration: 30 min

Standards Assessed: SS.B.1.1.1.1.1, SS.B.1.1.1.1.2, SS.B.1.1.2.1.1, SS.B.1.1.2.1.2, SS.B.1.1.3.1.1, SS.B.1.1.4.1.1, MA.B.1.1.1.1.1, MA.B.4.1.2.1.1

Description of Assessment Activity: This summative assessment is a checklist of activities that the student will perform to demonstrate knowledge of the Sunshine State Standards addressed in this unit. Using a globe or map, students point to and/ or describe each item listed on the checklist. This is an individually administered assessment. **The teacher can begin checking off items as they are taught through out the unit.** While conferencing with students or during individual or group activities, items on the summative checklist can be evaluated. Day 7 is for completing any items not yet evaluated or needing reevaluation after re-teaching. While completing this assessment, other students may be coloring a picture of a map or globe, or they may be writing a letter to a pen pal. All tools used to assess the unit standards are available for download through the Unit Plan page of the Beacon Learning Center site.

Teacher Directions: Using a globe and map, have the student point to and/ or describe items on the globe as specified on the checklist. Check each student individually. The checklist is available from the assessment file found on the Beacon Learning Center Unit Plan web page.

Student Directions: Listen to your teacher. Point to the places on the globe or map that the teacher requests. Describe the places requested by your teacher.

Scoring Method & Criteria: This is a test for mastery. If a student does not correctly complete any portion of the assessment, give corrective feedback and retest. All students should complete this unit satisfactorily.

Name _____

Where Is Japan? Basic Map Skills
Summative Assessment #3

This is an individually administered assessment. **The teacher can begin checking off items as they are taught throughout the unit.**

SS.B.1.1.1.1.1 - The student knows terms to describe distance such as inches, feet, miles, far, near.

_____ How far it is to your house?

_____ How far is it to Disney World?

_____ How far is it to Japan?

SS.B.1.1.1.1.2 - The student knows the locations of the four hemispheres and selected countries on a map and globe.

_____ Point to the Northern Hemisphere.

_____ Point to the Southern Hemisphere.

_____ Point to the Western Hemisphere.

_____ Point to the Eastern Hemisphere.

_____ Point to the United States.

_____ Point to Japan.

_____ Point to Australia.

SS.B.1.1.2.1.1 - The student understands that a map represents a real place.

_____ Could the United States be on the map? How do you know?

_____ Could Never, Never Land be on the map? How do you know?

_____ Could Oz be on the map? How do you know?

_____ Could Japan be on the map? How do you know?

_____ Could Fraggie Town be on a map? How do you know?

SS.B1.1.2.1.2 - The student knows the four cardinal directions.

_____ Tell me the four directions on a map.

_____ Point to each direction on the compass rose and tell the direction.

_____ Point to north, south, east, and west on the map.

SS.B.1.1.3.1.1 - The student identifies physical features of places in terms of the spatial elements such as point, line, and area. The student understands ways physical environments in other parts of the world are similar to and different from one's own.

_____ Touch the point on the map that shows Washington D.C., the capital of the United States of America.

_____ Touch the point on the map that shows Tokyo, the capital of Japan.

_____ Trace the line that shows a river in Australia.

_____ Trace the line that shows a river in the United States.

_____ Trace the area that shows mountains in Japan.

_____ Trace the area that shows mountains in the United States.

SS.B.1.1.4.1.1 - The student understands that certain areas have common characteristics and can be called regions (mountain range, countries, states, counties, neighborhood)

_____ Point to a mountain range on the map.

_____ Point to a country on the map.

_____ Point to a state on the map.

_____ Point to a coastline on the map.

MA.B.1.1.1.1.1 - The student knows how to communicate measurement concepts.

_____ What can we use to measure the distance between Australia and Japan?

_____ When we measure on the map, we measure in inches. We know that countries are not really just inches away. What unit of measure do the inches stand for?

_____ What did you learn about measuring when we measured on the map?

MA.B.4.1.2.1.1- The student selects and uses the appropriate standard tools for measuring linear dimensions.

_____ Go get the tool and measure how far it is across the United States on the map.

_____ Go get the tool and measure how far it is from Japan to Australia on the globe.