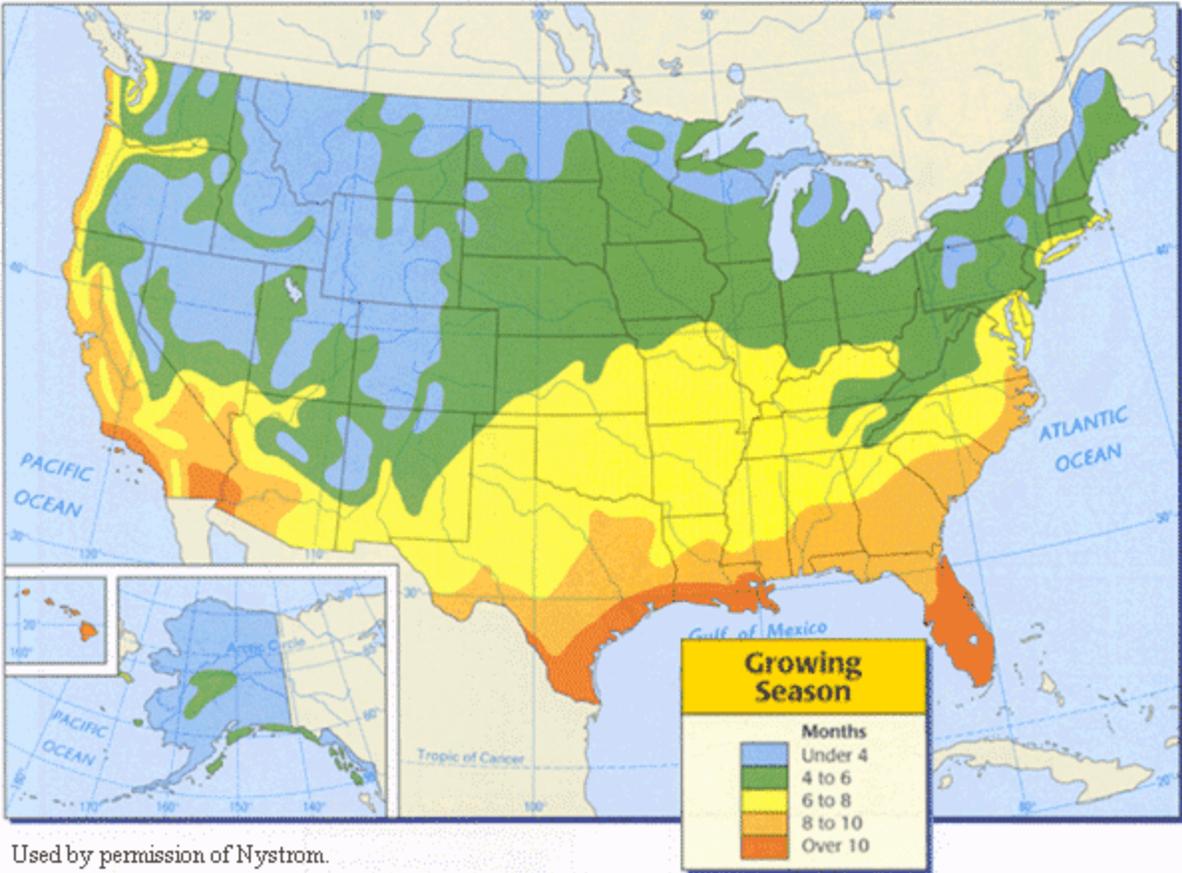






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Look at the map of the United States on pages 34 and 35 of the atlas and the map of growing seasons on page 37.  
Name three states in which crops can be grown outdoors more than 10 months of the year.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

## Scoring Guide

### Solution:

Using a map of the United States showing growing seasons, student demonstrates ability to determine in which states crops can be grown year-round.

Score & Description
<b>Complete</b> Student correctly identifies 3 states
<b>Partial</b> Student correctly identifies 1 or 2 states.
<b>Inappropriate</b> Student does not correctly identify any state.

Credited responses could include:

- California
- Arizona
- Texas
- Louisiana
- Florida
- Hawaii

### Complete - Student Response

Look at the map of the United States on pages 34 and 35 of the atlas and the map of growing seasons on page 37.

Name three states in which crops can be grown outdoors more than 10 months of the year.

1. Florida
2. Texas
3. California

### Partial - Student Response

Look at the map of the United States on pages 34 and 35 of the atlas and the map of growing seasons on page 37.

Name three states in which crops can be grown outdoors more than 10 months of the year.

1. Florida
2. Georgia
3. South Carolina

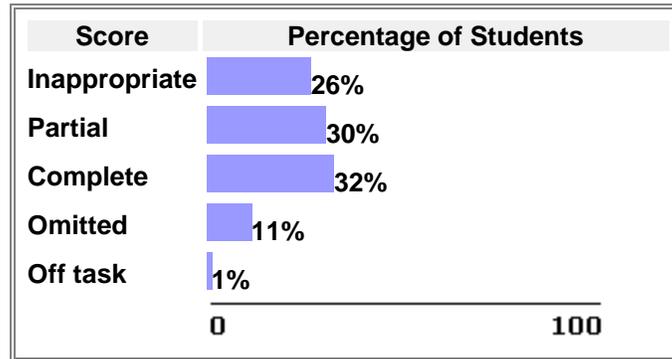
### Inappropriate - Student Response

Look at the map of the United States on pages 34 and 35 of the atlas and the map of growing seasons on page 37.

Name three states in which crops can be grown outdoors more than 10 months of the year.

1. Middle Atlantic States
2. Great Plains States
3. New England States

## 2001 National Performance Results



Note:

- These results are for public and nonpublic school students.
- Percentages may not add to 100 due to rounding.

## Content Area

### *Environment and Society*

Example: What environmental modifications have enabled modern settlers to live in arid regions of the United States and Southwest Asia and/or North Africa?

Earth's surface is the fragile home for human activity. Knowing the answers to geography questions such as these makes comprehensible the web of interactivity that connects the human experience with the natural environment. Through knowledge of environment-society interactions, geography helps students learn how people depend upon, adapt to, are affected by, and modify the natural environment. Many modifications, such as planting trees to reduce erosion from winds, may have positive consequences. Other modifications, such as locating a landfill over a groundwater source, may have negative consequences. The continually developing force of technology requires that society give even greater attention to the results and potential outcomes of environment-society interactions.

By grade 4, students should have been introduced to the fundamentals of weather, climate, and other processes that form Earth's surface and should be able to identify a range of environmental issues--from air quality and water pollution to the sometimes dramatic impacts of natural hazards on how and where people live. Students should be able to understand both their personal relationships and responsibilities to the environment and society and begin to develop a local to global perspective.

By grade 8, students should understand how humans depend upon their environment and how they adapt to and change it. Students should be able to link environment to culture and economics and recognize and interpret environmental issues. They should be able to compare changes in landscape and identify associated causes and consequences.

By grade 12, students should have a solid foundation in physical geography basic to the understanding of environment-society issues. They should recognize and explain cultural, political,

and economic influences on agriculture, urbanization, and other land uses. Students should also be able to analyze the impact technology has on environment and society.

## **Cognitive Level**

### ***Understanding***

In this area, students are asked to attribute meaning to what has been observed and to explain events. Explaining events and placing them in context requires students to demonstrate the ability to comprehend, to see connections among diverse bits of geographic information, and to use that information to explain existing patterns and processes on Earth.