

Canada and World Connections Grade 2

Features of Communities Around the World

The Task

This task required each student to complete a travel journal comparing two countries – Canada and Santa Bella, a fictitious country south of the equator where the climate is always warm. Students learned about Santa Bella by reading a letter from a friend who had vacationed there. They presented comparisons of the two countries in the form of a travel journal accompanied by a map showing where Santa Bella is located.

Expectations

This task gave students the opportunity to demonstrate their achievement of the following selected overall and specific expectations from the strand Canada and World Connections: Features of Communities Around the World. Note that the codes that follow the expectations relate to the Ministry of Education's *Curriculum Unit Planner* (CD-ROM).

Students will:

1. describe how the environment affects the ways in which needs are met (e.g., influences of climate on food, clothing, and shelter) (2z24);
2. demonstrate an understanding of the relationship between location and climate (e.g., warmer climates occur near the equator) (2z26);
3. identify the ways in which climate affects how needs (e.g., the need for food, recreation, shelter) are met in different communities around the world (2z27);
4. identify similarities and differences (e.g., in food, clothing, homes, recreation, land use, transportation, language) between their community and communities in other parts of the world (2z29);
5. interpret data and draw simple conclusions (e.g., establish connections between climate and clothing, or among artifacts, games, and celebrations) (2z32);
6. communicate information, using media works, oral presentations, and written notes and descriptions (e.g., drawings to compare clothing and food in polar and equatorial countries) (2z35);
7. use symbols, colour, and cardinal directions (i.e., N, S, E, W) on maps of Canada and other countries (2z36);
8. use legends (e.g., blue line/river) and recognize pictorial symbols (e.g., for homes, roads) on simple maps (2z40);
9. describe places observed through the media, comparing their climates and regions (e.g., near-polar and near-equatorial regions) with respect to weather, homes, food, clothing, and activities (2z45).

Prior Knowledge and Skills

To complete this task, students were expected to have some knowledge or skills related to the following:

- locating and discussing information about a number of countries, focusing on climate, clothing, food, outdoor activities, and shelter
- obtaining information from simple resources and drawing simple conclusions (e.g., establishing connections between climate and clothing)
- writing simple sentences to record information they have located
- using relevant vocabulary (e.g., *culture, climate, communities, drawing conclusions, maps, globes*)
- discussing the environment and how it affects the ways in which needs are met (e.g., the need for food, recreation, clothing, shelter, outdoor activities such as skating, skiing, swimming, and games)
- using maps with legends, symbols, and cardinal directions

For information on the process used to prepare students for the task and on the materials, resources, and equipment required, see the Teacher Package reproduced on pages 136–40 of this document.

Task Rubric – Features of Communities Around the World

Expectations*	Level 1	Level 2	Level 3	Level 4
Understanding of concepts				
The student:				
1, 2, 3, 4	<ul style="list-style-type: none"> – demonstrates a limited understanding of how location and climate are related – demonstrates a limited understanding of how climate affects food, clothing, shelter, transportation, and recreation – compares the two countries with limited accuracy and clarity 	<ul style="list-style-type: none"> – demonstrates some understanding of how location and climate are related – demonstrates some understanding of how climate affects food, clothing, shelter, transportation, and recreation – compares the two countries with some accuracy and clarity 	<ul style="list-style-type: none"> – demonstrates considerable understanding of how location and climate are related – demonstrates considerable understanding of how climate affects food, clothing, shelter, transportation, and recreation – compares the two countries with considerable accuracy and clarity 	<ul style="list-style-type: none"> – demonstrates a thorough understanding of how location and climate are related – demonstrates a thorough understanding of how climate affects food, clothing, shelter, transportation, and recreation – compares the two countries with a high degree of accuracy and clarity
Inquiry/research skills and map and globe skills				
The student:				
1, 5, 7, 8	<ul style="list-style-type: none"> – demonstrates a limited ability to interpret information and draw conclusions about climate and how needs are met – applies required map and globe skills with limited accuracy 	<ul style="list-style-type: none"> – demonstrates some ability to interpret information and draw conclusions about climate and how needs are met – applies required map and globe skills with some accuracy 	<ul style="list-style-type: none"> – demonstrates considerable ability to interpret information and draw conclusions about climate and how needs are met – applies required map and globe skills with considerable accuracy 	<ul style="list-style-type: none"> – demonstrates extensive ability to interpret information and draw conclusions about climate and how needs are met – applies required map and globe skills with a high degree of accuracy
Communication of required knowledge				
The student:				
6	<ul style="list-style-type: none"> – communicates information with limited clarity and accuracy 	<ul style="list-style-type: none"> – communicates information with some clarity and accuracy 	<ul style="list-style-type: none"> – communicates information with considerable clarity and accuracy 	<ul style="list-style-type: none"> – communicates detailed information with a high degree of clarity and accuracy

Expectations*	Level 1	Level 2	Level 3	Level 4
Application of concepts and skills				
The student:				
1, 9	– makes comparisons, with limited accuracy and detail, to show that climate affects how needs are met in different regions	– makes comparisons, with some accuracy and detail, to show that climate affects how needs are met in different regions	– makes comparisons, with considerable accuracy and detail, to show that climate affects how needs are met in different regions	– makes comparisons, with a high degree of accuracy and detail, to show that climate affects how needs are met in different regions

*The expectations that correspond to the numbers given in this chart are listed on page 108.

Note: This rubric does not include criteria for assessing student performance that falls below level 1.