

Canada and World Connections Grade 3

Urban and Rural Communities

The Task

This task required each student to complete a chart to compare the characteristics of the local community with those of a different community. Students then used their charts, combined with pictures, to describe the local community to pen pals and their families who were thinking of moving to Ontario. In their charts and pictures, students also outlined the similarities and differences between an urban and a rural community in Ontario.

Expectations

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

Students will:

1. identify distinguishing features of urban and rural communities (3z31);
2. demonstrate an understanding of the characteristics (e.g., with respect to land use, transportation, physical features, population, buildings) of urban (industrial, residential, commercial) communities (3z34);
3. demonstrate an understanding of the characteristics (e.g., with respect to land use, transportation, physical features, population, buildings) of rural (fishing, farming, forestry, mining) communities (3z35);
4. use appropriate vocabulary (e.g., *urban, rural, city, town, village, environment, scale, north, south, east, west*) to describe their inquiries and observations (3z38);
5. sort and classify information about communities to identify issues, solve problems, and make decisions (3z41);
6. construct and read graphs, charts, diagrams, maps, and models for specific purposes (e.g., to describe a community and its environment) (3z42);
7. communicate information (e.g., concerning the comparison of urban and rural communities), using media works, oral presentations, written notes and descriptions, drawings, tables, charts, maps, and graphs (3z43);
8. compare the characteristics of their community to those of a different community (e.g., with respect to density, services, recreation) (3z49).

Prior Knowledge and Skills

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

- the concept of community
- examples of a variety of urban communities (e.g., industrial, residential, and commercial communities and communities of different sizes) and a variety of rural communities (e.g., fishing, mining, forestry, and farming communities and communities of different sizes)
- sorting and classifying information
- completing charts independently
- using visual organizers (e.g., Venn diagrams)

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 95–97 of this document.

Task Rubric – Urban and Rural Communities

Expectations*	Level 1	Level 2	Level 3	Level 4
Understanding of concepts				
The student:				
1, 2, 3	– demonstrates a limited understanding of the characteristics of urban and rural communities	– demonstrates some understanding of the characteristics of urban and rural communities	– demonstrates considerable understanding of the characteristics of different types of urban and rural communities	– demonstrates a thorough understanding of the characteristics of different types of urban and rural communities
Inquiry/research skills and map and globe skills				
The student:				
1, 5, 6	– demonstrates a limited ability to use sorting and classifying skills in comparing rural and urban communities – demonstrates a limited ability to construct a chart and a pictorial diagram to describe an urban and a rural community	– demonstrates some ability to use sorting and classifying skills in comparing rural and urban communities – demonstrates some ability to construct a chart and a pictorial diagram to describe an urban and a rural community	– demonstrates considerable ability to use sorting and classifying skills in comparing rural and urban communities – demonstrates considerable ability to construct a chart and a pictorial diagram to describe an urban and a rural community	– demonstrates extensive ability to use sorting and classifying skills in comparing rural and urban communities – demonstrates extensive ability to construct a chart and a pictorial diagram to describe an urban and a rural community
Communication of required knowledge				
The student:				
4, 7	– makes limited use of appropriate vocabulary when describing communities – communicates information through a chart and a diagram with limited effectiveness	– makes some use of appropriate vocabulary when describing communities – communicates information through a chart and a diagram with some effectiveness	– makes considerable use of appropriate vocabulary when describing communities – communicates information through a chart and a diagram with considerable effectiveness	– makes extensive use of appropriate vocabulary when describing communities – communicates information through a chart and a diagram with a high degree of effectiveness
Application of concepts and skills				
The student:				
1, 8	– compares the characteristics of an urban and a rural community with limited accuracy and detail	– compares the characteristics of an urban and a rural community with some accuracy and detail	– compares the characteristics of an urban and a rural community with considerable accuracy and detail	– compares the characteristics of an urban and a rural community with a high degree of accuracy and detail

*The expectations that correspond to the numbers given in this chart are listed on page 68.

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