

Canada and World
Connections
Grade 4

The Provinces and Territories of Canada

The Task

This task required each student to develop a plan for a poster for an advertising agency that would encourage trade between two provinces and/or territories. Students were to promote the provinces and/or territories based on their physical regions and natural resources. Each poster was to be sent to another province or territory to encourage trade with the province or territory promoted on the poster.

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: The Provinces and Territories of Canada. Note that the codes that follow the expectations relate to the Ministry of Education's *Curriculum Unit Planner* (CD-ROM).

Students will:

1. demonstrate an awareness of the various relationships (e.g., economic, cultural) within and between Canadian regions (4z24);
2. describe and compare the physical environments of these regions (e.g., with respect to landforms) (4z32);
3. demonstrate an understanding of the exchanges that occur between provinces (e.g., potatoes from P.E.I., fish from B.C., grain from Saskatchewan) (4z34);
4. use appropriate vocabulary (e.g., *regions, Canadian Shield, Great Lakes lowlands, St. Lawrence lowlands, Hudson Bay lowlands, interior plains, Arctic lowlands, Cordilleras, physical features, boundaries, province, capital, territories, natural resources, grid, latitude, longitude*) to describe their inquiries and observations (4z39);
5. sort and classify information to identify issues, solve problems, and make decisions (4z42);
6. communicate information about regions, using media works, oral presentations, written notes and descriptions, drawings, tables, charts, maps, and graphs (4z44);
7. locate and label the physical regions of Canada on a map (4z49);
8. create sketch maps of familiar places, using symbols for places and routes (4z55);
9. compare two or more regions (e.g., the Arctic and the Prairies), investigating their physical environments and exchange of goods and services (4z57).

Prior Knowledge and Skills

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

- reading maps and charts
- generating questions, conducting research, and using various media (e.g., the Internet, print resources, electronic resources)
- media literacy (e.g., understanding some of the common features of promotional campaigns and what makes promotional materials effective)
- the concepts of trade (e.g., by trading popular game cards), physical geography (landforms), natural resources (natural materials), supply and demand, producing and manufacturing

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 128–31 of this document.

Task Rubric – The Provinces and Territories of Canada

Expectations*	Level 1	Level 2	Level 3	Level 4
Understanding of concepts				
The student:				
1, 2, 3	<ul style="list-style-type: none"> – identifies physical features and resources of the two provinces/territories with limited accuracy and detail – demonstrates a limited understanding of the exchanges that could occur between provinces/territories 	<ul style="list-style-type: none"> – identifies physical features and resources of the two provinces/territories with some accuracy and detail – demonstrates some understanding of the exchanges that could occur between provinces/territories 	<ul style="list-style-type: none"> – identifies physical features and resources of the two provinces/territories with considerable accuracy and detail – demonstrates considerable understanding of the exchanges that could occur between provinces/territories 	<ul style="list-style-type: none"> – identifies physical features and resources of the two provinces/territories with a high degree of accuracy and detail – demonstrates a thorough understanding of the exchanges that could occur between provinces/territories
Inquiry/research skills and map and globe skills				
The student:				
5, 7, 8	<ul style="list-style-type: none"> – demonstrates a limited ability to sort and classify information about the provinces/territories that are to trade with each other – demonstrates a limited ability to create sketch maps on the poster 	<ul style="list-style-type: none"> – demonstrates some ability to sort and classify information about the provinces/territories that are to trade with each other – demonstrates some ability to create sketch maps on the poster 	<ul style="list-style-type: none"> – demonstrates considerable ability to sort and classify information about the provinces/territories that are to trade with each other – demonstrates considerable ability to create sketch maps on the poster 	<ul style="list-style-type: none"> – demonstrates an insightful ability to sort and classify information about the provinces/territories that are to trade with each other – demonstrates extensive ability to create sketch maps on the poster
Communication of required knowledge				
The student:				
4, 6	<ul style="list-style-type: none"> – makes limited use of appropriate vocabulary – demonstrates a limited ability to communicate information about the physical features and resources in the plan and on the poster 	<ul style="list-style-type: none"> – makes some use of appropriate vocabulary – demonstrates some ability to communicate information about the physical features and resources in the plan and on the poster 	<ul style="list-style-type: none"> – makes considerable use of appropriate vocabulary – demonstrates considerable ability to communicate information about the physical features and resources in the plan and on the poster 	<ul style="list-style-type: none"> – makes extensive use of appropriate vocabulary – demonstrates extensive ability to communicate information about the physical features and resources in the plan and on the poster

Expectations*	Level 4	Level 4	Level 4	Level 4
Application of concepts and skills				
The student:				
1, 9	– shows a limited understanding of the similarities and differences between the physical features and resources in the provinces/territories	– shows some understanding of the similarities and differences between the physical features and resources in the provinces/territories	– shows considerable understanding of the similarities and differences between the physical features and resources in the provinces/territories	– shows a thorough understanding of the similarities and differences between the physical features and resources in the provinces/territories

*The expectations that correspond to the numbers given in this chart are listed on page 100.

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