

Geography

Grade 7

Natural Resources

The Task

This task required each student to select and research one Canadian natural resource. In the role of a contributing author, each student was then to design a two-page spread for a new Grade 7 geography textbook, using the information already researched.

Expectations

This task gave students the opportunity to demonstrate their achievement of the following selected overall and specific expectations from the strand Geography: Natural Resources. 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 understanding of how Canada's natural resources have contributed to its economic development (7g47);
2. demonstrate an understanding that people use renewable, non-renewable, and flow resources in a variety of ways to meet their needs (7g50);
3. locate and record relevant information from a variety of primary sources (eyewitness interviews, field studies) and secondary sources (e.g., maps, illustrations, diagrams, print materials, videos, CD-ROMs, Internet) (7g57);
4. communicate the results of inquiries for specific purposes and audiences, using media works, oral presentations, written notes and reports, drawings, tables, charts, and graphs (7g60);
5. identify patterns of natural resources, using thematic maps (e.g., locations of valuable minerals) (7g62);
6. present and defend a point of view on how a resource should be used (7g64).

Prior Knowledge and Skills

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

- the definition of a natural resource
- the concepts of renewable resources, non-renewable resources, and flow resources
- making jot notes and recording information from reference materials
- using a variety of reference materials and the Internet to access information

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 96–99 of this document.

Task Rubric – Natural Resources

Expectations*	Level 1	Level 2	Level 3	Level 4
Understanding of concepts				
The student:				
1, 2	– explains with limited detail the ways in which selected resources are used to meet people’s needs	– explains with some detail the ways in which selected resources are used to meet people’s needs	– explains with considerable detail the ways in which selected resources are used to meet people’s needs	– explains with comprehensive detail the ways in which selected resources are used to meet people’s needs
Inquiry/research skills and map and globe skills				
The student:				
3, 5	– uses maps and information sources to identify patterns of a natural resource with limited accuracy	– uses maps and information sources to identify patterns of a natural resource with some accuracy	– uses maps and information sources to identify patterns of a natural resource with considerable accuracy	– uses maps and information sources to identify patterns of a natural resource with a high degree of accuracy
Communication of required knowledge				
The student:				
4	– explains the results of inquiries with limited accuracy and clarity, using charts, graphs, or tables	– explains the results of inquiries with some accuracy and clarity, using charts, graphs, or tables	– explains the results of inquiries with considerable accuracy and clarity, using charts, graphs, or tables	– explains the results of inquiries with a high degree of accuracy and clarity, using charts, graphs, or tables
Application of concepts and skills				
The student:				
6	– shows limited understanding when presenting the connections between a resource and how it should be used in the future	– shows some understanding when presenting the connections between a resource and how it should be used in the future	– shows considerable understanding when presenting the connections between a resource and how it should be used in the future	– shows thorough understanding when presenting the connections between a resource and how it should be used in the future

*The expectations that correspond to the numbers given in this chart are listed on page 78.

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