

Proposal for a New National Park

The Task

Students began by examining the amount of protected land in Canada. Each student was then to select an ecozone, choose a park site in that ecozone, and develop a proposal for a new national park. In their proposal, students were to justify their site selection and the type of park they were proposing, and were to present collected research on the park's location, natural and human characteristics, and other distinguishing features. Students were instructed to include supporting visuals, such as maps, graphs, charts, diagrams, or pictures, in their proposals.

Expectations

This task gave students the opportunity to demonstrate achievement of the following selected expectations from three strands: Geographic Foundations: Space and Systems; Understanding and Managing Change; and Methods of Geographic Inquiry.

Students will:

1. identify and analyse patterns of spatial organization, including land use, population distribution, and ecozones;
2. predict the consequences of human activities (e.g., agriculture, recreation) on natural systems;
3. demonstrate an understanding of how natural and human systems interact within ecozones;
4. describe biases in information and identify what types of information are relevant to particular inquiries;
5. demonstrate an understanding of the methods used to collect, organize, manipulate, and interpret geographic data;
6. locate and use effectively geographic material from primary sources (e.g., field research, surveys, interviews) and secondary sources (e.g., mainstream and alternative media, CD-ROMs, the Internet) to research a geographic issue;
7. select and use appropriate methods for displaying geographic data;
8. create and use effectively photographs, charts, graphs, models, and diagrams;
9. use geographic data to support conclusions and opinions.

Prior Knowledge and Skills

To complete this task, students were expected to be able to demonstrate the following:

- knowledge of the definition of an ecozone
- knowledge of some of Canada's ecozones and their physical characteristics (e.g., land forms, climate, vegetation, and soils)
- understanding of the physical processes that have shaped Canada's ecozones (e.g., rock cycle; tectonic forces such as vulcanism, folding, and faulting; glaciation)
- knowledge of purposes and types of national parks (e.g., for recreation, conservation, or preservation) and the characteristics of each type

- understanding of research methods using a variety of source materials
- ability to read, analyse, and interpret graphs and maps
- ability to use a variety of tools and technologies for research

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 49–52 of this document.

Task Rubric – Proposal for a New National Park

Expectations*	Criteria	Level 1	Level 2	Level 3	Level 4
Knowledge/Understanding					
The student:					
1, 3	<ul style="list-style-type: none"> – demonstrates knowledge of the selected ecozone – demonstrates understanding of the relationship between natural and human systems 	<ul style="list-style-type: none"> – demonstrates limited knowledge of the ecozone – demonstrates limited understanding of the relationship 	<ul style="list-style-type: none"> – demonstrates some knowledge of the ecozone – demonstrates some understanding of the relationship 	<ul style="list-style-type: none"> – demonstrates considerable knowledge of the ecozone – demonstrates considerable understanding of the relationship 	<ul style="list-style-type: none"> – demonstrates thorough knowledge of the ecozone – demonstrates thorough understanding of the relationship
Thinking/Inquiry					
The student:					
4, 9	<ul style="list-style-type: none"> – uses a variety of relevant supporting facts and details – explains the significance of the information selected 	<ul style="list-style-type: none"> – uses a limited variety of relevant facts and details – explains the significance to a limited degree 	<ul style="list-style-type: none"> – uses some variety of relevant facts and details – explains the significance to some degree 	<ul style="list-style-type: none"> – uses a considerable variety of relevant facts and details – explains the significance to a considerable degree 	<ul style="list-style-type: none"> – uses a wide variety of relevant facts and details – explains the significance to a high degree
Communication					
The student:					
6, 8	<ul style="list-style-type: none"> – uses visuals to illustrate the importance of the park site – writes a clear and convincing proposal 	<ul style="list-style-type: none"> – uses visuals that illustrate the importance to a limited degree – writes a proposal that is not very clear or convincing 	<ul style="list-style-type: none"> – uses visuals that illustrate the importance to some degree – writes a proposal that is somewhat clear and convincing 	<ul style="list-style-type: none"> – uses visuals that illustrate the importance to a considerable degree – writes a proposal that is generally clear and convincing 	<ul style="list-style-type: none"> – uses visuals that illustrate the importance to a high degree – writes a proposal that is very clear and convincing
Application					
The student:					
2	<ul style="list-style-type: none"> – explains environmental and social implications of park development in the selected ecozone 	<ul style="list-style-type: none"> – shows limited understanding of the implications 	<ul style="list-style-type: none"> – shows some understanding of the implications 	<ul style="list-style-type: none"> – shows considerable understanding of the implications 	<ul style="list-style-type: none"> – shows thorough understanding of the implications

* The expectations that correspond to the numbers given in this chart are listed on page 12. Note that, although all of the expectations listed there were addressed through instruction relating to the task, student achievement of expectations 5 and 7 was not assessed in the final product.

Note: A student whose overall achievement at the end of a course is below level 1 (that is, below 50%) will not obtain a credit for the course.