

“A Sustainable Community” Poster

The Task

Students were to conduct research and create a poster designed to promote awareness of the ways in which communities can use water or energy resources or manage waste sustainably. Students were to communicate, through pictures and captions, their knowledge of how human needs for water, energy, or waste-management systems affect natural systems. They also had to explain the implications of achieving or failing to achieve sustainable energy or water use or waste management.

The final product of this assignment was an 11" x 17" poster that contained four illustrations and four related captions and that suggested four ways in which the community could sustainably use water or energy or manage waste.

Expectations

This task gave students the opportunity to demonstrate achievement of the following selected expectations from three strands: Human-Environment Interactions, Understanding and Managing Change, and Methods of Geographic Inquiry.

Students will:

1. demonstrate an understanding of the challenges associated with achieving resource sustainability and explain the implications of meeting or not meeting those challenges for future resource use in Canada;
2. collect, organize, and synthesize information about the characteristics of Canada's geography from a variety of sources;

3. demonstrate an understanding of how human activities affect the environment;
4. research and report on ways to improve the balance between human needs and natural systems;
5. use communication skills effectively to promote environmental awareness.

Prior Knowledge and Skills

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

- understanding of the concept of sustainable development and its implications for the environment
- understanding of the ways in which people use renewable, non-renewable, and flow resources to meet their needs
- ability to present and defend a point of view on how a resource should be used
- understanding of the concept of an “ecological footprint”
- skill in collecting and organizing information from a variety of research sources
- understanding of design techniques and requirements for an effective poster.

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 73–76 of this document.

Task Rubric – “A Sustainable Community” Poster

| Expectations* | Criteria | Level 1 | Level 2 | Level 3 | Level 4 |
|--------------------------------|--|--|--|--|---|
| Knowledge/Understanding | | | | | |
| | The student: | | | | |
| 3, 4 | <ul style="list-style-type: none"> – demonstrates understanding of the relationship between human activities and the environment – demonstrates understanding (through captions and illustrations) of ways to improve resource use | <ul style="list-style-type: none"> – demonstrates limited understanding of the relationship – demonstrates limited understanding of ways to improve resource use | <ul style="list-style-type: none"> – demonstrates some understanding of the relationship – demonstrates some understanding of ways to improve resource use | <ul style="list-style-type: none"> – demonstrates considerable understanding of the relationship – demonstrates considerable understanding of ways to improve resource use | <ul style="list-style-type: none"> – demonstrates thorough understanding of the relationship – demonstrates thorough and insightful understanding of ways to improve resource use |
| Thinking/Inquiry | | | | | |
| | The student: | | | | |
| 2 | <ul style="list-style-type: none"> – synthesizes information (in the captions and illustrations) relevant to the chosen theme – makes connections between illustrations and information in captions | <ul style="list-style-type: none"> – synthesizes information with limited effectiveness – makes connections with limited effectiveness | <ul style="list-style-type: none"> – synthesizes information with some effectiveness – makes connections with some effectiveness | <ul style="list-style-type: none"> – synthesizes information with considerable effectiveness – makes connections with considerable effectiveness | <ul style="list-style-type: none"> – synthesizes information with a high degree of effectiveness – makes connections with a high degree of effectiveness |
| Communication | | | | | |
| | The student: | | | | |
| 5 | <ul style="list-style-type: none"> – explains persuasively why resource use should be improved and how this can be achieved – uses visuals effectively | <ul style="list-style-type: none"> – explains with limited persuasiveness – uses visuals with limited effectiveness | <ul style="list-style-type: none"> – explains with some persuasiveness – uses visuals with some effectiveness | <ul style="list-style-type: none"> – explains with considerable persuasiveness – uses visuals with considerable effectiveness | <ul style="list-style-type: none"> – explains with a high degree of persuasiveness – uses visuals with a high degree of effectiveness |
| Application | | | | | |
| | The student: | | | | |
| 1 | <ul style="list-style-type: none"> – makes at least one supported prediction for the future, showing an understanding of resource sustainability | <ul style="list-style-type: none"> – makes prediction with limited support, showing a limited understanding of resource sustainability | <ul style="list-style-type: none"> – makes prediction with some support, showing some understanding of resource sustainability | <ul style="list-style-type: none"> – makes prediction with considerable support, showing considerable understanding of resource sustainability (may make more than one prediction) | <ul style="list-style-type: none"> – makes prediction with a high degree of support, showing a thorough understanding of resource sustainability (may make more than one prediction) |

* The expectations that correspond to the numbers given in this chart are listed on page 54.

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.