

# Teacher Package

## Canadian and World Studies Exemplar Task Grade 9 Geography – Applied

### Teacher Package

**Title:** “A Sustainable Community” Poster

**Time requirement:** Prior learning and skill development: 2–3 periods of 70 minutes each  
Student research and poster production: 4–5 periods of 70 minutes each

#### Description of the Task

Students will conduct related research and create a poster designed to promote awareness of ways in which communities can use water or energy resources or manage their waste products sustainably. The poster will include illustrations and related text boxes or captions that will give students an opportunity to communicate their knowledge of how human needs for either water, energy, or waste-management systems affect natural systems, and to explain the implications of achieving or failing to achieve sustainable use of the resource or management of waste.

#### Final Product

The final product is an 11" x 17" poster that has four illustrations and four related captions, of approximately 50 words each, suggesting ways the community can sustainably manage the resource chosen by the student.

#### Assessment and Evaluation

During the pre-task process and exemplar task, students should have the opportunity to share findings and research through class discussion or small group investigation. This collaborative activity and self- or peer assessment of students’ notes during the review and research sessions will help to ensure that students are collecting appropriate information to assist them with their task.

Following a brainstorming session during which students determine the criteria for an effective poster, provide students with a checklist synthesizing these criteria. This checklist may be used as a tool for peer and/or self-assessment. This list could include:

- all work neatly done and easy to read
- illustrations that are engaging to the viewer
- borders drawn to frame poster and captions
- title of poster and caption headings in larger text
- captions clearly connected to illustrations
- a general flow to lead the viewer’s eye
- use of colour for effect in all aspects
- accurate factual information and original presentation.

### Expectations Addressed in the Exemplar Task

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.

### Teacher Instructions

#### Prior Knowledge and Skills Required

Students should have the following prerequisite knowledge and skills related to sustainable use of resources, acquired through their achievement of expectations from the Grade 7 geography curriculum:

- an understanding of the concept of sustainable development and its implications for the environment
- an understanding that people use renewable, non-renewable, and flow resources in a variety of ways to meet their needs
- the ability to present and defend a point of view on how a resource should be used.

Students should also have the following prior knowledge and skills:

- an understanding of the concept of an “ecological footprint”
- skill in collecting and organizing information from a variety of research sources
- an understanding of design techniques and requirements for an effective poster.

#### Accommodations

Accommodations that are normally provided in the regular classroom for students with special needs should be provided in the administration of this performance task.

You may wish to review the relevant course profile for specific suggestions for accommodations appropriate for students in special education programs.

#### Preparation

Review the prerequisite knowledge and skills for the performance task. A variety of strategies for the review can be used, including quizzes or games to review relevant concepts, brainstorming sessions, and related activities that engage students in the use and application of the concepts and skills (e.g., a concept map for sustainable development).

In preparation for the exemplar performance task you should:

- provide students with access to a variety of resources on sustainable ways to manage water and energy resources and on various waste-management methods

- ask the teacher-librarian and/or contact the local municipal government for related resources
- arrange for students' access to the Internet, if available
- provide adequate time and assistance for students to collect and organize appropriate information.

### **Rubric**

Introduce the task-specific rubric\* to the students at least one day prior to the administration of the task. Review the rubric with the students and ensure that each student understands the criteria and the descriptions for achievement at each level.

Allow ample class time for a thorough reading and discussion of the assessment criteria outlined in the rubric.

Some students may perform below level 1. It will be important to note the characteristics of their work in relation to the criteria in the assessment rubric and to provide feedback to help them improve.

### **Teaching/Learning Strategies – Estimated Time Required: 2–3 periods of 70 minutes each**

Prior to the exemplar task, do the following:

- Provide a variety of posters as models for students to examine.
- Brainstorm ideas with students to create a list of criteria for an effective poster. This can be done in small groups that then share their ideas with the class, or using a teacher-directed large-group approach. Synthesize students' brainstormed ideas to create a list of the most important criteria for creating an effective poster.
- Review prior knowledge of key concepts on sustainable resource use from the Grade 7 curriculum policy document.

- Review techniques for collecting, organizing, and synthesizing research from a variety of sources.
- Introduce students to the main focus for the performance task and discuss how the task will be assessed. Share and discuss the rubric with students.
- Make sure the students understand the expectations and poster requirements as the task progresses. Take time to remind the students of the purpose of their posters and the audience for whom they are designing them.
- Provide 11" x 17" sheets of plain paper for the posters and have the students either wordprocess the titles and captions or neatly print them in dark ink.

### **The Exemplar Task – Estimated Time: 4–5 periods of 70 minutes each for research and production of poster**

- Students take on the role of a member of a community group that wishes to make the leaders and people in the community aware that there are many methods that enable people to use their resources or manage their waste in a more sustainable way. The posters the students produce will promote awareness of this issue and encourage the community to take some positive steps to improve the environment. The students choose one of three areas: sustainable use of water or energy, or sustainable waste management. Students should take a general approach to their chosen area and avoid a narrow focus, such as researching only solar energy.
- Students conduct research to collect information on ways for communities to use water or energy or to manage waste in a sustainable and responsible way.

\* The rubric is reproduced on page 55 of this document.

- Students organize and synthesize relevant information from different sources. In a poster format, they apply their knowledge of sustainable methods of resource use or waste management and how human activities affect the environment.
- The poster will include the following:
  - at least four suggestions for ways the community can sustainably manage the resource chosen by the student
  - an illustration (e.g., sketch, photocopied photograph, diagram, or graph) for each of the four suggestions displayed on the poster
  - at least four text boxes or captions of approximately 50 words each, explaining how the suggestions displayed on the poster would benefit the environment
  - *one prediction for what might happen if we achieve or fail to achieve sustainable management*, including an explanation of why this may happen
- The poster should be the size of an 11" x 17" sheet of paper and may be in landscape or portrait format.