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# What Canada Means to Me

## The Task

In the first part of this task, students were required to create a poster that depicted their impressions of and experiences in Canada. The poster had to consist of four pictures that were either drawn by hand or selected from Canadian magazines, catalogues, newspapers, flyers, or travel brochures. Students were instructed to write a caption for each picture. Captions were to consist of a title for the picture and two sentences that explained why the picture was special.

In the second part of the task, students were required to present the poster to an audience of their classmates. Students had to explain their posters and then answer questions posed by the audience.

To monitor their work, students were instructed to complete the checklists for writing a caption and for making an oral presentation. Samples of these checklists are included in the Teacher Package (pages 66–72).

The final products of this task were the poster and the two- to three-minute oral presentation, which was videotaped.

## Expectations

This task gave students the opportunity to demonstrate achievement of the following selected expectations from two strands: Oral and Visual Communication, and Writing.

### Oral and Visual Communication

*Students will:*

1. obtain key information from media sources and create simple media works;
2. use appropriate language to express opinions and offer advice;
3. retell past experiences and compare them with current circumstances;
4. ask and answer questions for clarification or confirmation.

### Writing

*Students will:*

5. write simple texts following some conventions of standard Canadian English;
6. produce short, structured pieces of writing;
7. use capitalization and punctuation in simple sentences.

### **Prior Knowledge and Skills**

Before attempting the task, students should have had experience with the following:

- writing sentences to describe experiences and things that are special to them
- using capitals and periods
- creating or selecting pictures on a topic or theme
- labelling and providing captions for a variety of visual materials
- making posters
- making oral presentations about their work, in pairs, small groups, and to the whole class
- recognizing common Canadian symbols and images
- asking and answering questions following an oral presentation
- using picture dictionaries and classroom charts

### **Student Posters and Oral Presentations**

For the purposes of this document, student posters and oral presentations were assessed separately. (The posters and oral presentations selected were not necessarily by the same student.) Two sets of samples – a set of posters and a set of oral presentations – are therefore provided on the following pages (starting on pages 43 and 59, respectively).

The students' oral presentations can be heard on the videotape that accompanies this document. One sample is provided for each of levels 1 and 2 (audio only), and two samples are provided for each of levels 3 and 4. Transcripts of the presentations are printed alongside the teacher's notes in this document. They are meant to serve only as a guide for the reader; assessments were based exclusively on the students' oral delivery.

*For information on the process used to prepare students for the task and on the materials, equipment, and resources required, see the Teacher Package reproduced on pages 66–72 of this document.*

## Task Rubric – What Canada Means to Me

Expectations*	Criteria	Level 1	Level 2	Level 3	Level 4
<b>Knowledge/Understanding</b>					
<b>The student:</b>					
<b>1</b> (poster)	– selects pictures/drawings that show knowledge of life in Canada	– selects pictures/drawings that show limited knowledge of life in Canada	– selects pictures/drawings that show some knowledge of life in Canada	– selects pictures/drawings that show considerable knowledge of life in Canada	– selects pictures/drawings that show a high degree of knowledge of life in Canada
<b>Thinking/Inquiry</b>					
<b>The student:</b>					
<b>6</b> (poster)	– produces captions that relate to the selected pictures/drawings	– produces captions that have a limited relationship to the pictures/drawings	– produces captions that have some relationship to the pictures/drawings	– produces captions that have a considerable relationship to the pictures/drawings	– produces captions that have a very strong relationship to the pictures/drawings
<b>6/2, 3</b> (poster/ presentation)	– explains why the picture/drawing or experience is special	– explains with limited effectiveness	– explains with some effectiveness	– explains with considerable effectiveness	– explains with a high degree of effectiveness
<b>4</b> (presentation)	– answers questions from the audience effectively (accurately, fluently, with appropriate elaboration)	– answers questions with limited effectiveness	– answers questions with some effectiveness	– answers questions with considerable effectiveness	– answers questions with a high degree of effectiveness
<b>Communication</b>					
<b>The student:</b>					
<b>2, 3</b> (presentation)	– uses appropriate oral communication skills effectively (fluency, clarity, tone of voice)	– uses appropriate oral communication skills with limited effectiveness	– uses appropriate oral communication skills with some effectiveness	– uses appropriate oral communication skills with considerable effectiveness	– uses appropriate oral communication skills with a high degree of effectiveness
<b>Application</b>					
<b>The student:</b>					
<b>1, 5, 7</b> (poster)	– uses periods, spelling, and capitals accurately in the captions	– uses periods, spelling, and capitals with limited accuracy	– uses periods, spelling, and capitals with some accuracy	– uses periods, spelling, and capitals with considerable accuracy	– uses periods, spelling, and capitals with a high degree of accuracy
	– uses beginning literacy skills in new contexts	– uses literacy skills with limited effectiveness	– uses literacy skills with some effectiveness	– uses literacy skills with considerable effectiveness	– uses literacy skills with a high degree of effectiveness

\* The expectations that correspond to the numbers given in this chart are listed on page 40.

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.