Individuals and Society Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Goal:*** *You will show how the different the regions of Canada are*

***Role****: You work for the local tourist information centre*

***Audience-****Tourists around the world of a chosen target*

***Situation-*** *You have been asked to make a video promoting your region in Canada, you will share its key features and tourist destinations*

***Products-*** *A video*

***Standards:*** *Knowledge, Communication, Investigating*

Regions to choose from:

1. Western Cordillera
2. Intermountain Range
3. Interior Plains
4. Arctic
5. Canadian Shield
6. Appalachians
7. St. Lawrence Lowlands
8. Britain
9. France

My chosen region: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |
| --- |
| **Location** |
| **Target Audience (families, lifestyle, age range etc.)** |
| **Topography** |
| **Climate** |
| **Vegetation** |
| **A minimum of three diverse tourist attractions (and why people should visit them)**  |
| **Other: Pick one from the following suggestions: Food unique to the region, unique cultural aspects, famous landmarks (could be physical or man-made) or buildings, famous historical events, local celebrities, anything else you find interesting that doesn’t fit elsewhere** |

**Space to plan for video (Script, props you need, pictures)**

**Criterion A: Knowing & Understanding**

|  |  |  |
| --- | --- | --- |
| **Achievement Level** | **Level Descriptor** | **Task-Specific Clarification** |
| 0 | The student does not reach a standard described by any of the descriptors below. | **Comments** |
| 1-2 | The student:1. uses limited relevant terminology,
2. demonstrates basic knowledge and understanding of content and concepts with minimal descriptions and/or examples.
 |  |
| 3-4 | The student:1. uses some terminology accurately and appropriately,
2. demonstrates adequate knowledge and understanding of content and concepts through satisfactory descriptions, explanations and examples.
 |  |
| 5-6 | The student:1. uses a range of terminology accurately and appropriately,
2. demonstrates substantial knowledge and understanding of content and concepts through accurate descriptions, explanations and examples.
 |  |
| 7-8 | The student:1. consistently uses a wide range of terminology effectively,
2. demonstrates detailed knowledge and understanding of content and concepts through thorough accurate descriptions, explanations and examples.
 |  |

**Criterion B: Investigating**

|  |  |  |
| --- | --- | --- |
| **Achievement Level** | **Level Descriptor** | **Task-Specific Clarification** |
| 0 | The student does not reach a standard described by any of the descriptors below. | **Comments** |
| 1-2 | The student:1. collects and records limited information, not always consistent with the research question,
 |  |
| 3-4 | The student:1. uses a research method(s) to collect and record mostly relevant information,
 |  |
| 5-6 | The student:1. uses research method(s) to collect and record appropriate relevant information,
 |  |
| 7-8 | The student:1. uses research methods to collect and record appropriate, varied and relevant information,
 |  |

**Criterion C: Communicating**

|  |  |  |
| --- | --- | --- |
| **Achievement Level** | **Level Descriptor** | **Task-Specific Clarification** |
| 0 | The student does not reach a standard described by any of the descriptors below. | **Comments** |
| 1-2 | The student:1. communicates information and ideas in a limited way, using a style that is limited in its appropriateness to the audience and purpose,
2. structures information and ideas according to the specified format in a limited way,
 |  |
| 3-4 | The student:1. communicates information and ideas satisfactorily by using a style that is somewhat appropriate to the audience and purpose,
 |  |
| 5-6 | The student:1. communicates information and ideas accurately by using a style that is mostly appropriate to the audience and purpose,
 |  |
| 7-8 | The student:1. communicates information and ideas effectively and accurately by using a style that is completely appropriate to the audience and purpose,
 |  |