



**PERFORMANCE TASK**  
**CLIMATE CHANGE**

**February 2008**

**DUE DATE:** \_\_\_\_\_ **Parent Signature:** \_\_\_\_\_

The performance task for the Natural Systems Unit is the investigation of the impact of Climate Change in Canada. This is an individual assignment – all evaluation marks will be awarded for individual work. In this performance task, you will create a Climate Change Newsletter or booklet.

The goal of this performance task is to development a better understanding of the causes, effects, consequences and actions taken in the Climate Change battle. There are a number of different requirements in this project.

The Natural Systems Unit performance task allows students the opportunity to demonstrate the mastery a number of important expectations. By the successful completion of this assignment the student will:

- demonstrate an understanding of the characteristics of natural systems
- demonstrate an understanding of how natural and human systems interact
- demonstrate and understanding of the methods used to collect, organize, manipulate data
- use geographic terms correctly in written and oral communication
- select and use appropriate methods for displaying geographic data
- create and use effectively photographs, charts, graphs, models and diagrams
- use cartographic conventions correctly when constructing maps
- use geographic data to support conclusions and opinions
- analyse the ways in which natural systems interact with human systems and make predictions about the outcomes of these interactions
- present findings from research on ways of improving the balance between human and natural systems
- identify the role of government in managing and protecting the environment

The follow table outlines the page-by-page requirements of the performance task.

Page	Content of the Page
<b>1</b>	<p><b>Introduction Page</b></p> <p>The front page of the newsletter must have a title, date and other important data. The title can be no more than 6 cm in width. You must write a one-page introduction to climate change. This overview must include the following information: (a) <b>What is climate change?</b> A good, well-developed definition of climate change is required here; (b) <b>What causes climate change?</b> Here we expect a little of the science behind climate change – why is climate happening? What are the greenhouse gases and why are they significant in climate change? (c) <b>What are the consequences for Canada of climate change?</b> You should be able to identify a couple important consequences for Canada – some that may be considered good and some that would be considered bad. Other additional information may be included in this introduction. DO NOT include information that is required in other parts of the newsletter. Pictures (maximum 2) associated with climate change may be included in this introduction but the pictures can not cover an area larger than 6 cm by 10 cm.</p>
<b>2, 3 and 4</b>	<p><b>Content Pages</b></p> <p>The next three pages of the newsletter must address specific issues of climate change in Canada. There will be five major resources available in the classroom to provide information for this section – you are to choose ONLY THREE to include in you newsletter. The five resources cover the following topics: (a) Canada’s Forests (b) Canada’s Coastal Zone (c) Canada’s Water Resources (4) Canada’s Agriculture and (5) Health of Canadians. Each topic you choose will be covered in one page of the newsletter (3 topics = 3 pages). You may include one picture on each of the pages – it should be significant to the topic and have an informative caption.</p>
<b>5</b>	<p><b>Futures Wheel</b></p> <p>In order to help you understand what impact Climate Change could have on you and your life here in Canada, you are required to complete a Futures Wheel for this assignment. A Futures Wheel is simply a graphic description of the interrelationships and impacts of a single decision or event. It is an excellent way to see the many different consequences that one event or decision could have on the environment and on our lives. The focus of the Futures Wheel will be the following statement: <b>Over the next few decades, there will be an average temperature increase of 2.5° C.</b> Your teacher will explain the concept of the Futures Wheel in class and will provide you with a template to use to complete the wheel.</p>
<b>6</b>	<p><b>Map</b></p> <p>On the outline map provided with this project identify TEN major impacts of Climate Change on Canada. Neatly write these impacts in their appropriate locations on the map. Pictures, diagrams or charts can be used to illustrate the impacts. The map should include both positive and negative impacts on Canada.</p>
<b>7</b>	<p><b>Poster</b></p> <p>Once you have researched your information on Climate Change you will be required to develop a one-page poster to show people what they can do to help reduce the impact of Climate Change. You might make up a cartoon or comic strip type hero who will be the focus of your poster. Your cartoon hero would be the voice of your poster telling people how to reduce Climate Change.</p>
<b>8</b>	<p><b>Kids Page</b></p> <p>On this page you should include interesting and fun things for kids to do – while at the same time allowing them to learn about and understand climate change.</p> <p>You must include a QUIZ (5 questions) about the information in your Newsletter AND there must be a puzzle of some kind – perhaps a word search or crossword – which uses at least 10 words or phrases. Other ‘games’ can be included as well. You can put some additional pictures here.</p>
<b>Others</b>	<p><b>“Did you know!!” feature</b></p> <p>There must be four (4) ‘Did you Know’ trivia statements scattered throughout the newsletter. These trivia must not be identified in other parts of the newsletter and should be interesting and informative about climate change in Canada.</p>

## **EVALUATION**

This performance task will be marked out of 80. Each of the four achievement charts categories will be marked out of 20.

Knowledge and Understanding	Introduction to Climate Change (page 1)	10 marks
	Futures Wheel (page 5)	6 marks
	'Did You Know' facts (various pages)	4 marks
Application	Content page (page 2)	10 marks
	Content page (page 3)	10 marks
Thinking	Content page (page 4)	10 marks
	Poster (page 7)	10 marks
Communication	Kid's Page (page 8)	6 marks
	Map (page 6)	10 marks
	Professionalism (all pages)	4 marks

Because it can be difficult to print your Newsletter on both sides of the page it is acceptable to submit your project as eight separate stapled together to form a booklet.

You may also submit your newsletter electronically. With your permission it may be posted on the Geography Department website. Please speak to your teacher to confirm details.

### **Written Essays (pages 1 - 4)**

<b>Criteria</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>
Demonstrate an understanding of the characteristics of natural systems	Demonstrates limited understanding	Demonstrates some understanding	Demonstrates a good understanding	Demonstrates a thorough understanding
Demonstrate an understanding of how natural and human systems interact	Demonstrates limited understanding	Demonstrates some understanding	Demonstrates a good understanding	Demonstrates a thorough understanding
Demonstrate an understanding of the methods used to collect, organize and manipulate data	Demonstrates limited understanding	Demonstrates some understanding	Demonstrates a good understanding	Demonstrates a thorough understanding

### Futures Wheel (page 5)

Criteria	Rating
Select and use appropriate methods for displaying geographic data	Limited/Weak                      Extensive/Strong x ---- x ---- x ---- x ---- x
Create and use effectively charts, models and diagrams	Limited/Weak                      Extensive/Strong x ---- x ---- x ---- x ---- x

### Map (page 6)

Criteria	Rating
Select and use appropriate methods for displaying geographic data	Limited/Weak                      Extensive/Strong x ---- x ---- x ---- x ---- x
Use cartographic conventions correctly when constructing maps	Limited/Weak                      Extensive/Strong x ---- x ---- x ---- x ---- x

### Poster (page 7)

Criteria	Rating
Use geographic terms correctly in written and oral communication	Limited/Weak                      Extensive/Strong x ---- x ---- x ---- x ---- x
Select and use appropriate methods for displaying geographic data	Limited/Weak                      Extensive/Strong x ---- x ---- x ---- x ---- x
Use geographic data to support conclusions and opinions	Limited/Weak                      Extensive/Strong x ---- x ---- x ---- x ---- x

### Kid's Page (page 8)

Criteria	Rating
Use geographic terms correctly in written and oral communication	Limited/Weak                      Extensive/Strong x ---- x ---- x ---- x ---- x
Select and use appropriate methods for displaying geographic data	Limited/Weak                      Extensive/Strong x ---- x ---- x ---- x ---- x
Use geographic data to support conclusions and opinions	Limited/Weak                      Extensive/Strong x ---- x ---- x ---- x ---- x