

Grade 7 Sustainable Energy Summative

SOI:

The way that humans use and produce energy is always adapting due to the availability of resources, technological innovation, and the needs of the planet, leading to increased sustainability.

You must hand in:

- **Action Plan that contains your research**
- **Your script that you will be using**

Goal	To create a campaign illustrating 'best way' to power a small community
Role	You work for a power company and your job is to convince the government that your company should win the right to be in charge the energy sector. You will attempt to convince them that your company has the most sustainable plan.
Audience	City Council
Situation	You have been asked to create an elevator pitch to the government (city council) as to why your company should win the contract to power a city.
Product	<ul style="list-style-type: none"> • Create a maximum 2 minute speech or presentation (Criteria A, C, D) • Research (Criteria B & C)
Specifics	<p>1. Key Vocabulary for the Presentation - (Include what makes sense for your script) Sustainability/sustainable, renewable, non-renewable, energy, solar power, hydroelectric power, geothermal power, wind power, social impact, economic impact, technological impact, environmental impact, infrastructure</p> <p>2. Criteria: A: Knowledge and Understanding B: Investigating C: Communicating D: Thinking Critically</p>

Criterion A: Knowing and Understanding

Level	Level descriptor	
0	The student does not reach a standard described by any of the descriptors below./Student does not complete assignment	
1-2	<p>The student:</p> <p>i. uses limited vocabulary accurately</p> <p>ii. demonstrates basic knowledge and understanding of content and concepts through limited descriptions, explanations and examples.</p>	<p>Students will:</p> <p>(i) occasionally uses keywords / terms from the sustainability unit – ex... Sustainability/sustainable, renewable, non-renewable, Etc.</p> <p>(ii) Outlined a limited explanation of the chosen topic (includes some of the below):</p> <ul style="list-style-type: none"> ● Comment on the different types of sustainable energy. ● Explain what type(s) of sustainable energy will be used at your assigned city. ● Comment on the environmental impact of the chosen type of energy and explain how to minimize its negative effects.
3-4	<p>The student:</p> <p>i. uses some vocabulary accurately</p> <p>ii. demonstrates satisfactory knowledge and understanding of content and concepts through simple descriptions, explanations and examples.</p>	<p>Students will:</p> <p>(i) sometimes uses keywords / terms from the sustainability unit – ex... Sustainability/sustainable, renewable, non-renewable, Etc.</p> <p>(ii) Outlined a satisfactory explanation of the chosen topic (includes some of the below):</p> <ul style="list-style-type: none"> ● Comment on the different types of sustainable energy. ● Explain what type(s) of sustainable energy will be used at your assigned city. ● Comment on the environmental impact of the chosen type of energy and explain how to minimize its negative effects.

5-6	<p>The student:</p> <p>i. uses considerable and relevant vocabulary accurately</p> <p>ii. demonstrates substantial knowledge and understanding of content and concepts through descriptions, explanations and examples.</p>	<p>Students will:</p> <p>(i) mostly uses keywords / terms from the sustainability unit – ex... Sustainability/sustainable, renewable, non-renewable, Etc.</p> <p>(ii) Outlined a substantial explanation of the chosen topic (includes most of the below)</p> <ul style="list-style-type: none"> ● Comment on the different types of sustainable energy. ● Explain what type(s) of sustainable energy will be used at your assigned city. ● Comment on the environmental impact of the chosen type of energy and explain how to minimize its negative effects.
7-8	<p>The student:</p> <p>i. consistently uses a range of vocabulary accurately</p> <p>ii. demonstrates detailed knowledge and understanding of content and concepts through developed and accurate descriptions, explanations and examples.</p>	<p>Students will:</p> <p>(i) accurately uses keywords / terms from the sustainability unit – ex... Sustainability/sustainable, renewable, non-renewable, Etc.</p> <p>(ii) Outlined a detailed and accurate explanation of the chosen topic (includes most of the below)</p> <ul style="list-style-type: none"> ● Comment on the different types of sustainable energy. ● Explain what type(s) of sustainable energy will be used at your assigned city. ● Comment on the environmental impact of the chosen type of energy and explain how to minimize its negative effects.

Criterion B: Investigating

level	Level descriptor	Task specific.
0	The student does not reach a standard described by any of the descriptors below.	The student does not reach a standard described by any of the descriptors below/Student does not complete assignment
1-2	The student: ii. follows an action plan in a limited way to explore a research question iii. collects and records limited information, or sometimes irrelevant information	Topics are researched in a limited way and includes very limited relevant information. Uses few sources, 1 or 0 (websites, books, newspapers, videos). Uses an action plan to a limited extent in order to record information and reflect on the process, with support from the teacher.
3-4	The student: ii. formulates and occasionally follows a partial action plan to investigate a research question iii. uses a method(s) to collect and record some relevant information	Topics are researched to a satisfactory standard and includes relevant information. Uses few sources, less than 2 different (websites, books, newspapers, videos) Uses an action plan to a satisfactory extent in order to record information and reflect on the process, with support from the teacher.

5-6	<p>The student:</p> <ul style="list-style-type: none"> ii. formulates and mostly follows a sufficiently developed action plan to investigate a research question iii. uses methods to collect and record appropriate relevant information 	<p>Topics are researched to a high standard and includes consistent relevant information.</p> <p>Uses a range of at least 3 different sources (websites, books, newspapers, videos) p</p> <p>Uses an action plan to a high standard in order to record information and reflect on the process, with support from the teacher.</p>
7-8	<p>The student:</p> <ul style="list-style-type: none"> i. formulates/chooses a clear and focused research question and explains its relevance ii. formulates and effectively follows a consistent action plan to investigate a research question iii. uses methods to collect and record appropriate and varied relevant information 	<p>Topics are researched to a very high standard and includes consistent relevant information.</p> <p>Uses a range of at least 5 different sources (websites, books, newspapers, videos)</p> <p>Uses an action plan to a very high standard in order to record information and reflect on the process.</p>

Criterion C: Communicating

Level	Level Descriptor	Task-Specific Clarification
0	The student does not reach a standard described by any of the descriptors below.	The student does not reach a standard described by any of the descriptors below.
1 - 2	i. communicates information and ideas in a style that is not always clear iii. lists sources of information inconsistently .	The student: i. the elevator pitch does not always make sense for the chosen city, information is not always communicated clearly, and it is not always appropriate for the audience (your class) iii. A reference page is created with numerous (5 or more) errors.
3 - 4	The student: i. communicates information and ideas in a way that is somewhat clear iii. creates an adequate reference list and sometimes cites sources.	The student: i. the elevator pitch somewhat makes sense for the city, information is communicated somewhat clearly, and it is somewhat appropriate for the audience (your class) iii. A reference pages is created with multiple (3-4) errors.

<p>5 - 6</p>	<p>The student:</p> <ul style="list-style-type: none">i. communicates information and ideas in a style that is mostly appropriate to the audience and purposeiii. creates an adequate reference list and usually cites sources.	<p>The student:</p> <ul style="list-style-type: none">i. the elevator pitch mostly makes sense for the city, information is mostly communicated clearly, and it is mostly appropriate for the audience (your class)iii. A reference page is created and with few (1-2) errors
<p>7 - 8</p>	<p>The student:</p> <ul style="list-style-type: none">i. communicates information and ideas in a style that is completely appropriate to the audience and purposeiii. creates a complete reference list and always cites sources.	<p>The student:</p> <ul style="list-style-type: none">i. The elevator pitch makes sense for the city, information is communicated clearly, and it is completely appropriate for the audience (your class)iii. A reference page is created and properly formatted.

Criterion D: Thinking Critically

Level	Level descriptor	
0	The student does not reach a standard described by any of the descriptors below./Student does not complete assignment	
1-2	<p>The student:</p> <ul style="list-style-type: none"> i. To a limited extent, identifies the main points of ideas, events, visual representation or arguments ii. uses information to a limited extent in order to justify an opinion iii. Analyzes a limited amount of sources/data in terms of origin and purpose, recognizing values and limitations iv. Identifies a limited amount of different views and their implications 	<p>Students will:</p> <ul style="list-style-type: none"> 1. The elevator pitch provides a very limited analysis of issues linked to the task 2. The Action Plan provides a limited amount of notes and paraphrasing to support thinking.
3-4	<p>The student:</p> <ul style="list-style-type: none"> i. Identifies some of the main points of ideas, events, visual representation or arguments ii. Uses some information in order to justify an opinion iii. Analyzes some sources/data in terms of origin and purpose, recognizing values and limitations iv. Identifies some different views and their implications 	<p>Students will:</p> <ul style="list-style-type: none"> 1. Provides some analysis of issues 2. Provided a limited amount of notes and paraphrasing to support thinking.

5-6	<p>The student:</p> <ul style="list-style-type: none"> i. Mostly identifies the main points of ideas, events, visual representation or arguments ii. Mostly uses information in order to justify an opinion iii. Mostly analyzes a range of sources/data in terms of origin and purpose, recognizing values and limitations iv. Mostly identifies different views and their implications 	<p>Students will:</p> <ul style="list-style-type: none"> 1. Provides a very limited analysis of issues 2. Provided a limited amount of notes and paraphrasing to support thinking.
7-8	<p>The student:</p> <ul style="list-style-type: none"> i. Thoroughly identifies the main points of ideas, events, visual representation or arguments ii. Thoroughly uses information in order to justify an opinion iii. Thoroughly analyzes a range of sources/data in terms of origin and purpose, recognizing values and limitations iv. Thoroughly identifies different views and their implications 	<p>Students will:</p> <ul style="list-style-type: none"> 1. Provides a very limited analysis of issues 2. Provided a limited amount of notes and paraphrasing to support thinking.