**HSC4M – Culminating Activity (30% of Final Grade)**

**My World Cultural Controversy/Issue**

For the culminating activity for this course, you will be identifying, reacting to, and sharing a cultural issue or controversy of your choice. As you look to identify your focus, think back to the two “Canadian Controversy” assignments we executed within the semester (i.e. Trudeau’s blackface controversy & the Don Cherry firing). Also think about the aspect of your “Aspects of Culture” assignment, wherein you were asked to identify issues with human rights, minority rights, and/or environmental issues.

Your product will include:

1. Your personal preliminary notes, as well as any supplemental notes complied throughout your examination of your issue (5%)
2. Your completed written assignment (15%)
3. A presentation of your issue/thoughts to the class (10%)

Research Portion

1. A compilation of your thoughts, notes, highlights, readings, etc.

Written Portion (4 sections – review “Canadian Controversy” assignment for support, if needed)

1. Your thoughts after initial research
2. Your discussion with your partner
3. What the Internet thinks
4. How would you feel in their shoes?

Oral Portion

1. An overview of your chosen issue/controversy
2. Going over the highlights of your written portion
3. Visually supported

**MARK SCHEME – HSC4M CULMINATING ACTIVITY**

**World Controversy/Issue**

**WRITING RUBRIC**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Category** | **Exemplary (4)** | **Proficient (3)** | **Developing (2)** | **Deficient (1)** |
|  |  |  |  |  |
| **Thinking** | Exceptional analysis,development, and insight | Strong analysis, development,and insight | Minimal analysis, developmentand insight | W eak analysis, developmentand insight |
| Thesis is clear andinsightful | Thesis is clear and logical | Thesis is somewhatunclear or lacking in logic | Thesis is unclearand lacking in logic |
| **Application** | Introduction createsinterest, provides direction, and shows engagement with topic | Introduction creates someinterest, provides fair direction, and shows someengagement with topic | Introduction creates littleinterest, provides limited direction, shows little engagement with topic | Introduction lacks interest,direction, and engagement with topic |
| Paragraphs reflect highlyunified thinking, strongly promote the essay's flow and effectively present details | Paragraphs reflect unifiedthinking, promote the essay's flow and present details somewhat effectively | Paragraphs reflect limitedthinking, somewhat promote the essay's flow, andpresent some, but not enough details | Paragraphs lack unifiedthinking, limit the essay's flow, and lack effective details |
| Conclusion thoughtfullyand effectively ends the paper-goes beyond mere summary | Conclusion effectively endsthe essay and includes some observation beyond mere summary | Conclusion ends the essaywith summary and repetition only. | Conclusion is either missingor lacks even a basic summary |
| Transitions betweenparagraphs and sentences are logical and enhance meaning | Transitions betweenparagraphs and sentences are logical but do not enhance meaning | Transitions betweenparagraphs and sentencesare inconsistent or insufficient | Lack of consistent transitionbetween sentences and paragraphs significantly limits meaning |
| Formatting has no errors (i.e. good title, spacing, page numbers, stapling). | Formatting has 1 or 2 errors (i.e. good title, spacing, page numbers, stapling). | Formatting has more than 1 or 2 errors (i.e. good title, title page, spacing, page numbers, stapling), but does not seriously interfere with overall quality of submission | Formatting has errors (i.e. good title, spacing, page numbers, stapling) that interfere with overall quality of submission |
| **Comm.** | Rich, effective vocabularyand language use | Effective vocabulary andlanguage use | Simple vocabulary andlanguage use | Vocabulary errors andmisuse of language limit meaning |
| Spelling, punctuation,capitalization, and sentence structure enhance clarity | Spelling, punctuation,capitalization and sentence structure are mostly correct | Some errors in spelling,punctuation, capitalization and sentence structure diminish clarity | Errors in spelling,punctuation, capitalization, and sentence structure seriously diminish clarity |
| **Knowledge** | Provides all essentialBackground information | Provides most essentialbackground information | Provides minimal backgroundinformation | Lacks minimal backgroundinformation |
| Support, explanation, andevidence are comprehensive | Support, explanation, andevidence are fairly thorough | Some support, explanation, andevidence | Insufficient support, explination,and evidence |
| Lucid meaning throughout | Solid clarity of meaning for the most part | Some errors that interfere with clarity of meaning | Writing seriously lacks clarity ofmeaning |

OVERALL LEVEL \_\_\_\_\_\_\_\_\_\_\_ Out of 15% of final grade\_\_\_\_\_\_\_\_\_\_



 ORAL COMPONENT

1. Introduction /10
2. Overall Communication /20
3. Visual/creative aspects /20
4. Discussion of Initial Thoughts /10
5. Partner Discussion /10
6. What the internet thinks /10
7. Conclusion /10

TOTAL: /90

Out of 10% of final grade \_\_\_\_\_\_\_\_\_\_\_\_\_\_