**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, development  and insight | W eak analysis, development  and insight |
| Thesis is clear and  insightful | Thesis is clear and logical | Thesis is somewhat  unclear or lacking in logic | Thesis is unclear  and lacking in logic |
| **Application** | Introduction creates  interest, provides direction, and shows engagement with topic | Introduction creates some  interest, provides fair direction, and shows some  engagement with topic | Introduction creates little  interest, provides limited direction, shows little engagement with topic | Introduction lacks interest,  direction, and engagement with topic |
| Paragraphs reflect highly  unified thinking, strongly promote the essay's flow and effectively present details | Paragraphs reflect unified  thinking, promote the essay's flow and present details somewhat effectively | Paragraphs reflect limited  thinking, somewhat promote the essay's flow, and  present some, but not enough details | Paragraphs lack unified  thinking, limit the essay's flow, and lack effective details |
| Conclusion thoughtfully  and effectively ends the paper-goes beyond mere summary | Conclusion effectively ends  the essay and includes some observation beyond mere summary | Conclusion ends the essay  with summary and repetition only. | Conclusion is either missing  or lacks even a basic summary |
| Transitions between  paragraphs and sentences are logical and enhance meaning | Transitions between  paragraphs and sentences are logical but do not enhance meaning | Transitions between  paragraphs and sentences  are inconsistent or insufficient | Lack of consistent transition  between 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 vocabulary  and language use | Effective vocabulary and  language use | Simple vocabulary and  language use | Vocabulary errors and  misuse 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 essential  Background information | Provides most essential  background information | Provides minimal background  information | Lacks minimal background  information |
| Support, explanation, and  evidence are comprehensive | Support, explanation, and  evidence are fairly thorough | Some support, explanation, and  evidence | 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 of  meaning |

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 \_\_\_\_\_\_\_\_\_\_\_\_\_\_