Unit 2

Name:

Date:

2-3: Choice Board Unit 2

Complete the items of your choice below that add up to 10 Points.

1 Point – Definition	3 Points – Cartoon	2 Points – Venn Diagram	
What is the difference between climate and weather? /1 mark	Make three-strip cartoon or comic showing how the way of life changed over time for one people group based use of or conservation of natural resources: Natives such as Beothuks and the impact cod fishing and settlement had on them; or English settlers, cod fishermen when cod fishing collapsed or coal miners; or French Acadian farmers who were resettled; other.	Make a venn diagram showing five similarities and differences between two people groups for example the Acadians and English or English and Beothuks. /5 marks	
2 Points – Time Zones	3 Points – Explanation	2 Points – Map	
Explain why there a half hour time difference between Newfoundland and the Atlantic Time Zone when there is a full hour difference between other adjacent time zones. /2 marks	Explain how natural resources and the physical geography of the Atlantic Region determine where communities are built. /3 marks	Draw the two main ocean currents that affect the climate of the Atlantic region. You can use the blank Canada map you downloaded in Unit 1 or the map below. Explain how the climate affects people's lives.	
3 Points – Research	5 Points – Letter or Diary Entry	/3 marks 3 Points – Research	

Research a Newfoundland or Labrador rescue dog or Sable Island or other famous horse. Write a very short biography or story about the dog or horse. Include information about a landform or weather that played a role in the story.

/10 marks

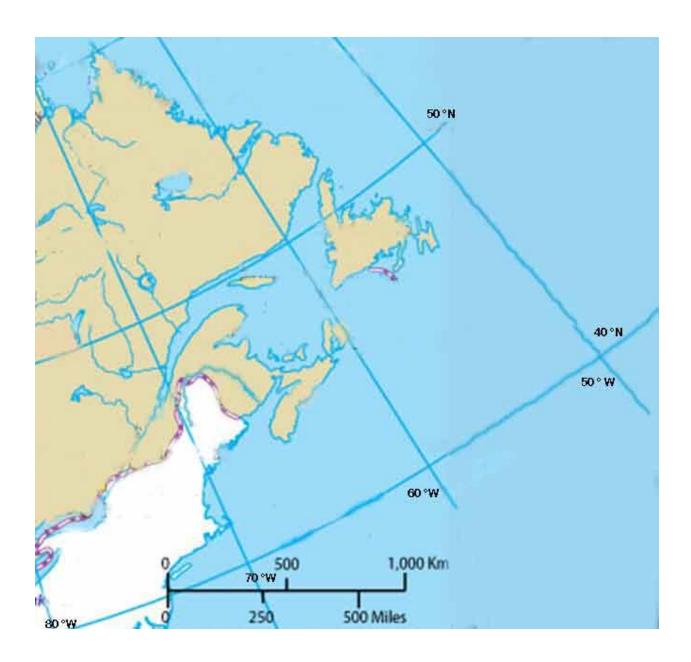
Imagine you belong to one of the founding Canadian people groups (Native, English, or French Acadian).

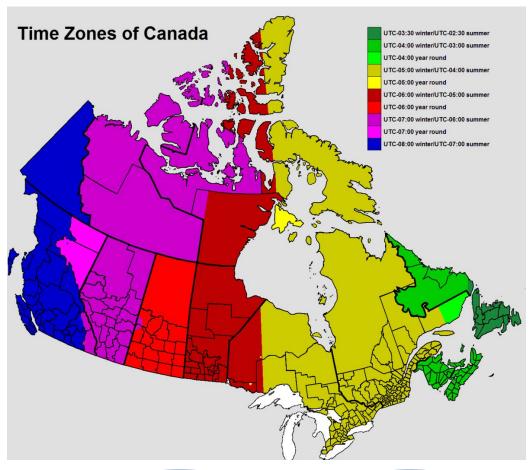
All decisions have consequences. What decision have you made? For example, did you decided to leave your home country and travel across the ocean? Did you decide to settle in Acadia? Did you decide to use the tools the fishermen left behind during the winter when they returned to Europe in Newfoundland? What happened as a result? Describe how life is for you now. As you wonder whether or not you have made the right decision(s), discuss the consequences of your choices.

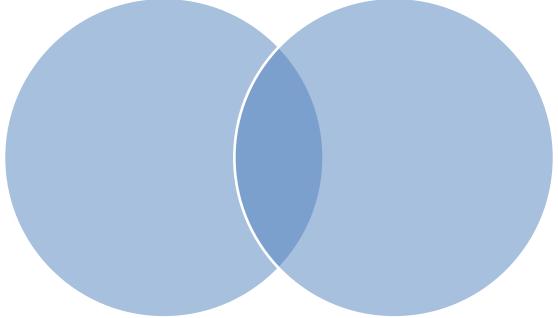
Identify two natural resources. Explain how they were/are used, and how they are being conserved in the Atlantic region.

/6 marks

/10 marks







Written Response (Story/Explanation/Letter/Diary/Cartoon) Atlantic Region Rubric

Excellent 5	Proficient 4	Satisfactory 3	Limited 2	
I developed insightful ideas with perceptive information about landforms, natural resources, climate and people and/or animals. I used precise details.	• I developed thoughtful ideas with reasonable information about landforms, natural resources, climate and people and/or animals. • I used logical details.	 I developed appropriate ideas with basic information about landforms, natural resources, climate and people and/or animals. I used general details. 	I underdeveloped superficial ideas with limited information about landforms, natural resources, climate and people and/or animals. I used vague details.	
• I communicated effectively and accurately.	• I communicated thoughtfully with few errors.	• I communicated clearly with some errors.	• I communicated ineffectively with many errors.	
Insufficient Your attempt to respond is insufficient. Contact your teacher to discuss suggestions for improvement.				
Total: /10				
Areas of Strength: Target for Improvement:				
	• I developed insightful ideas with perceptive information about landforms, natural resources, climate and people and/or animals. • I used precise details. • I communicated effectively and accurately. Your attempt to respond	• I developed insightful ideas with perceptive information about landforms, natural resources, climate and people and/or animals. • I used precise details. • I communicated effectively and accurately. Areas of Strength: • I developed thoughtful ideas with reasonable information about landforms, natural resources, climate and people and/or animals. • I used logical details. • I communicated thoughtfully with few errors. Total:	• I developed insightful ideas with perceptive information about landforms, natural resources, climate and people and/or animals. • I used precise details. • I communicated effectively and accurately. • I developed thoughtful ideas with pasic information about landforms, natural resources, climate and people and/or animals. • I used logical details. • I communicated thoughtfully with few errors. • I communicated clearly with some errors. • Total: /10	

Overall Total: /? Will depend on student choice



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