



LESSON TITLE: City Vision 25 Contest

SUBJECT/Grade: CGC1D1 Grade 9 Academic: Issues in Canadian Geography

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Activity Overview

Now that students have completed the main overall expectations of the course, they will demonstrate their learning by joining the “City Vision 25 Contest”. Using a case study of Manila, Philippines, students will learn about social, environmental, and economic factors that can develop a sustainable city. This case study will also serve as an exemplar for this assignment. They must research a city in Canada, small or large, anticipate its growth and change in the next 25 years, one that could receive acclaim in Maclean’s “Best Communities in Canada” rankings. They may choose a Canadian city with a high Filipino population. Their submission will include a report and digital portfolio. Presented as an exciting competition, their submissions will be judged by a national panel that will sponsor the top teams, all expenses paid, to present their ideas at the City Vision 25 Gala in Ottawa, Ontario. Their presentation will be broadcasted by CBC and the public will vote for who should win the grand prize of \$50,000.

Students will complete this culminating activity in groups of 4-5 people, with several steps that include:

1. An introduction of the project with requirements and expectations,
2. Demonstration of main expectations using Manila as a case study city;
3. A Project Checklist with deadlines for completing tasks, and
4. Scaffolding handouts and assessment tools to help students develop their work.

Estimated time for completion: 6-8 weeks

Overall Expectation(s)

As a course final culminating activity, this project connects to all the Overall Expectations in the curriculum (i.e. A to E)

Specific Expectation(s)

Geographic Inquiry and Skill Development:

A1.1, A1.2, A1.5, A1.6, A1.7, A1.8, A1.9, A2.3

Interactions in the Physical Environment:

B1.2, B1.3, B1.5, B2.1, B3.2

Managing Canada’s Resources and Industries:

C1.1, C1.2, C1.3, C1.4, C2.1, C2.2, C2.3, C2.4, C3.1, C3.4

Changing Populations:

D1.1, D2.1, D2.2, D3.1, D3.2, D3.3

Liveable Communities:

E1.1, E1.2, E1.3, E1.4, E1.5, E2.1, E2.2, E2.3, E3.1, E3.2, E3.3

Catholic Graduate Expectation(s):

A Discerning Believer Formed in the Catholic Faith Community who:

CGE1d - develops attitudes and values founded on Catholic social teaching and acts to promote social responsibility, human solidarity and the common good

An Effective Communicator who:

CGE2a - listens actively and critically to understand and learn in light of gospel values;

CGE2b - reads, understands, and uses written materials effectively;

A Reflective and Creative Thinker who:

CGE3b - creates, adapts, evaluates new ideas in light of the common good;

CGE3c - thinks reflectively and creatively to evaluate situations and solve problems;

CGE3f - examines, evaluates and applies knowledge of interdependent systems (physical, political, ethical, socio-economic and ecological) for the development of a just and compassionate society.

A Collaborative Contributor who:

CGE5a - works effectively as an interdependent team member;

CGE5e - respects the rights, responsibilities and contributions of self and others

A Responsible Citizen who:

CGE7e - witnesses Catholic social teaching by promoting equality, democracy, and solidarity for a just, peaceful and compassionate society;

CGE7i - respects the environment and uses resources wisely;

CGE7j - contributes to the common good

Evidence of Learning (Assessment and Evaluation Plan):

- Students should already understand the main concepts studied in each of the units/strands
- Formative Assessment - Assessment of scaffolding handouts completed at different stages of project; self and peer assessment for progress and collaboration during mid-project; conferencing with peers and teacher; report/portfolio checklist
- Evaluation - Rubrics with written feedback; Rating scale for presentation; Signed group contributions and distribution of marks sheet

Teaching/Learning Strategies

Introduce Project [30 minutes]

Distribute the “City Vision 25 Contest Project Description” [BLM.CGC9.C.1] handout and go over the description, requirements, and expectations. Provide a brief overview of the scaffolding sheets they must complete as steps in the project (see BLM.CGC9.C.2 to BLM.CGC9.C.6). Add dates to the “Project Checklist & Deadlines” (BLM.CGC9.C.6) document prior to class. Review deadlines and when tasks are due.

Presentation: City Vision 25: Manila [60 minutes]

As a class, you will go through a case study of Manila, Philippines as an exemplar for the City Vision 25 Contest. From the research and digital portfolio, they will see how the physical characteristics, resources, industries, population changes and social economic factors all interact to create the city that Manila is today; along with all the challenges Manila faces for the present and future. If you have a large number of students who have either lived or visited Manila before, invite them to share knowledge of the city based on each category. Show the slide presentation, “CITY VISION 25: Manila” which is a partial exemplar of the Course Culminating Activity. The presentation can be found here:

<https://www.slideshare.net/PASSOC/passoc-project-city-vision-25-manila> and on the PASSOC Project website here: <https://passocproject.com/city-vision-25-contest/>. Go through the sample Research/Data Collection sheets for each topic, followed by the Prezi digital portfolio. There is no report included in this exemplar.

Scaffolding Activity Handouts [20 minutes]

Go through each scaffolding activity handout with their expected deadlines. Give students an opportunity to ask questions and clarify any points. This will give them a better sense of what to expect over the coming weeks. The estimated time for completion of the entire project is 6 to 8 weeks.

Assigning Groups & Cities [15 minutes]

Divide the classroom into groups. You can either assign the groups or allow students to choose. If they choose their own groups, encourage them to consider what each member can offer in the way of talents and skills (e.g. research skills, writing skills, ICT skills for the digital portfolio, oral communication skills for contacting a “community expert” as part of the project, etc.)

Once students have chosen their groups, give them time to explore and discuss possible cities. There should be no duplicate cities. Tell them while larger cities may be easier for research and collecting data, they are also more challenging for planning with all the issues/characteristics that need to be considered. If your class has a large Filipino population, in order to make culturally responsive connections, you may encourage them to select a city which have significant Filipino communities.

For ideas, direct students to the recent Maclean’s report, “Best Communities in Canada: 2019 Overview”:
<https://www.macleans.ca/economy/canadas-best-communities-to-live-2019/>

Ask students to complete the “**Choosing Your City**” (BLM.CGC9.C.2) scaffolding activity sheet. This will provide guiding prompts to help them in their decision-making. Students can submit their sheet which will indicate their top 3 choices, in order of preference. Assign each group a city accordingly.

Developing the Project Action Plan

Once cities have been assigned, students can do the next set of scaffolding sheets as groups:

a) “SWOT Analysis Placemat Activity” (BLM.CGC9.C.17)

Give the SWOT (Strengths, Weaknesses, Opportunities, and Threats) placemat to each group. Explain what each letter stands for. Instruct students to indicate appropriate responses in each square. Rotate the placemat until each student has completed all 4 SWOTs.

b) “Action Plan and Commitments” (BLM.CGC9.C.4)

Students must distribute the different tasks in the project fairly, taking into account their SWOT Analysis. Review the topic handouts (BLM.CGC9.C.7 to BLM.CGC9.C.11) again before deciding. Ask the group to submit their placemat and action plan.

Checking In & Conferencing [ongoing assessment]

Based on the group action plans, periodically check in with each group to see how they are progressing. This is important as some students may have difficulty with certain tasks and they get “stuck” without being able to move on. This can lead to serious setbacks for the whole group.

Mid-Project Assessment

Tell students they must complete a self-assessment and peer-assessment of their collaboration skills so far. Leave them sitting in their own seats (not as a group). Give each student a “**Collaboration Rubric**” (BLM.CGC9.C.12) and a few minutes to individually complete the self-assessment. Then they must pass on the rubric to another member in their group who will assess them on their collaboration skills. This group member in turn, passes it onto the next member, etc. Ensure that everyone can complete the peer-assessment anonymously. Students will get the collaboration rubric back and a chance to reflect on how they can do better.

Ask students to come together as a group. All **Research/Data Collection** sheets are due and members must share what they've completed so far. After sharing, ask students to complete a mid-project check-in. This will allow them to discuss how each member is progressing on their commitments, whether there are any problems or concerns, and develop strategies to address these challenges. This may also be a chance for you to conference with groups and to give everyone a heads-up with observations you have noted so far.

Developing a Sustainable City Plan

This can be done during the same class as, or the day after, the Mid-Project Assessment. After students have shared their research, the group can start to identify important issues/needs the city should focus on for improving (e.g. waste management, transportation, specific services for age groups with the future population demographics predicted). Completing the **"Areas of Need & Evidence"** (BLM.CGC9.C.3) scaffolding sheet will help them facilitate this discussion. Remind students they must consider 25 years from now. Their interpretation of needs should be based on the inter-relationship of the diverse factors that already exist and trends observed. They should not assume extreme changes. For example, a city may experience excessive traffic, however, students cannot introduce cars that can fly as a solution (unless they can show a prototype that already exists in some innovation lab). Another example, might include the rise of anti-vaccine sentiment in a city's population. A group can address this concern but should not make an assumption that, as a result, there will be major outbreak in the next few decades that wipes out a significant number of their elderly population.

Reviewing the **Areas of Need & Evidence** "BLM.CGC9.C.3" sheets will allow you to see in greater detail what predictions a group has made and whether they are reasonable. Encourage students to ask you if they are unsure about anything they have forecasted for the future as this will set the foundation for their city planning.

Before the next step, ask students to use the **"Solutions PMI Chart"** (BLM.CGC9.C.5). This can be shared with all group members so they can add onto it for the next activity.

Once students have established the areas of need they can brainstorm ideas on paper for improving the city's sustainability and quality of living. From these ideas, they can choose which ones to focus on. Ask them to add these potential solutions to their **"Solutions PMI Chart"** (BLM.CGC9.C.5). Their task is to distribute the areas of need/solutions among themselves for further research and planning.

Sharing Solutions

Give students a chance to share the vision they developed for their area of need. This is an opportunity for members to give each other feedback. They must agree on what they want to include for their final report and digital portfolio.

The group can create a shared Google Doc template for their report with all the required subtitles/sections that need to be completed. The group can do the same for their portfolio, creating a shared file using either Google Slides, Prezi, Canva, etc. It must be clearly recorded what each member is responsible for.

Make sure they review the **evaluation rubrics** for the **Digital Portfolio** and the **Final Report** (BLM.CGC9.C.13 & BLM.CGC9.C.14), as well as the **"Project Checklist & Deadlines"** (BLM.CGC9.C.6) to ensure every task/component is assigned for completion.

Submitting the "City Vision 25" Report & Digital Portfolio

Students must submit their final report and digital portfolio by the set deadline. Each member must review the submission. Give students feedback, especially if they are missing anything significant that could adversely impact their mark (e.g. not citing references, concerns about plagiarism, etc)

If there are still some changes they want to make to update their report and portfolio you can choose whether to give them the option to resubmit on the day of their presentation.

Give students time to work on their **City Vision 25 Gala** presentation. Remind them they only have **ten minutes** to make an impression and win the votes of the public. The Gala Host (teacher) will keep strict time and cut off any group that goes over. Thus, they need to make their presentation as creative, original and engaging as possible in the short period they are given. They can use a blend of multimedia and arts (e.g. spoken word, singing with a guitar, dance, etc.) The ten minutes does not need to encompass all the information in their portfolio and report. Ask groups to review the **“Presentation Rating Scale” (BLM.CGC9.C.16)** for how they will be evaluated or you may review this as a class.

Consider asking the group to complete the Group Contribution & Distribution of Marks sheet at this time (or even one week before they hand in their report and portfolio). This allows members to review what they’ve contributed to the project and fairly distribute the percentage points across members accordingly. This will determine their individual mark for the project. See the sheet for the explanation and instructions. By seeing the potential distribution of points, members who are lagging behind may be more motivated to improve their work or they may speak with you about extenuating circumstances that are affecting their performance. There needs to be a clear understanding among group members that this distribution of points is NOT final. If members fail to meet commitments, or alternatively if those with lower points can take on more work, the points can still be adjusted on the final date after the presentations are completed.

City Vision 25 Gala Presentations

Since this event is a Gala, you may want to consider setting up the room nicely with table cloths, battery-operated candles and a centerpiece. Students can volunteer to bring these items in. Students may bring in snacks or consider a potluck. Just remember, this event is about building a sustainable future, so encourage litterless options. If your school has reusable plates and cutlery, then arrange to borrow them ahead of time and ensure you have a list of volunteers to help with washing after.

Consider inviting a special guest to hear your class presentations, such as a city councillor, an urban planner, or a member of a non-profit organization that works on sustainability. Students may appreciate the opportunity to hear the thoughts and feedback from a professional in a related field.

Give back the **“Group Contribution & Distribution of Marks”** (BLM.CGC9.C.15) sheet to each group. They may make any adjustments based on any changes in contributions. Every member must write their initials on the sheet to confirm agreement. If there is serious disagreement then the teacher must intervene.

Differentiated Instruction and Accommodations/Special Needs:

- This project gives students an opportunity to contribute in diverse ways according to their strengths and interests (i.e. research, writing, ICT, visual arts, music, leadership, etc.)
- Accommodations for IEP and ELL - Check in with students regularly to see if they need additional assistance. Ask them to take on groups tasks and responsibilities according to their strengths and skills. Ask their parent/guardian, resource teacher and/or peer helper (in or outside of the class) to help them with their work. Provide extra assistance outside of the classroom.

Learning Materials

- BLM.CGC9.C.1 “City Vision 25 Contest Project Description”
- BLM.CGC9.C.2 “Choosing Your City”
- BLM.CGC9.C.3 “Areas of Need & Evidence”
- BLM.CGC9.C.4 “Action Plan & Commitments”
- BLM.CGC9.C.5 “Solutions & PMI Chart”
- BLM.CGC9.C.6 “Project Checklist & Deadlines”

Elements of 21st Century Learning

The activities in this lesson connect to the following 21st century competencies (TCDSB NeXt Lesson):

- Knowledge Construction and Collaboration group research and development of report, portfolio and presentation together

<ul style="list-style-type: none"> • BLM.CGC9.C.7 “Topic 1: Physical Connections Profile” • BLM.CGC9.C.8 “Topic 2: Resources and Industries Profile” • BLM.CGC9.C.9 “Topic 3: Changing Populations Profile” • BLM.CGC9.C.10 “Topic 4: Liveable Communities Profile” • BLM.CGC9.C.11 “Topic 5: Other Considerations Profile” • BLM.CGC9.C.12 “Collaboration Rubric: Self-Assessment & Peer Assessment” • BLM.CGC9.C.13 “Rubric: Digital Portfolio” • BLM.CGC9.C.14 “Rubric: Final Report” • BLM.CGC9.C.15 “Group Contribution and Distribution of Marks” • BLM.CGC9.C.16 “Presentation Rating Scale” • BLM.CGC9.C.17 “SWOT Analysis Placemat Activity” • Prepare to host the City Vision 25 Contest Gala ahead of time depending on needs (e.g. candles, table clothes, food, plates, cutlery, etc) • Invite any special guests to the Gala and confirm attendance with them a few days in advance. 	<ul style="list-style-type: none"> • Real-World Problem Solving through analysis of research and proposal of sustainable solutions • Skilled Communication through written report, portfolio and presentation; contacting resource persons (“experts”) outside of classroom • Self-Regulation intrapersonal, interpersonal and cognitive competencies through management of tasks and deadlines; self and peer assessment tools • Communication technologies (ICT) to facilitate teaching and learning (Google Docs and or Prezi, Canva, etc) • global citizenship among the learners
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Resources

- Bálint, K. (n.d.). New York City Font [Used to make City Vision 25 title on project description handout]. Retrieved August 16, 2019, from <https://www.1001fonts.com/new-york-city-font.html>
- Brownell, C. (2019, August 08). Best communities in Canada 2019: Overview. Retrieved August 16, 2019, from <https://www.macleans.ca/economy/canadas-best-communities-to-live-2019>
- Demetrio, F. R. (1991). Encyclopedia of Philippine folk beliefs and customs. Cagayan de Oro City, R.P: Xavier University.
- Ramos, M. D., & Reyes, D. (1990). The creatures of midnight. Quezon City: Phoenix Pub. House.
- Sustainability Cliparts #279819 [Green earth with sustainable cities circling it; used to make City Vision 25 logo on handouts]. (n.d.). Retrieved August 16, 2019, from <http://clipart-library.com/clipart/462023.htm>

Teaching Notes

- For group work activities, ask students to take on a specific role: **facilitator** (to lead the discussions and encourage everyone to participate), **writer** (to record notes), **presenter** (to debrief with class after activity), **timer** (to ensure everyone stays on task). Ask them to review the Collaboration Skills Rubric so they’re aware of how to collaborate well (and what criteria will be used by their peers to assess them)

- Review tips with the class on how to brainstorm productively (see this website, step #4 onwards): <https://designshack.net/articles/business-articles/10-tips-for-effective-creative-brainstorming/>
- If you want to invite your City of Toronto Councillor, enter your address into this website: <https://www.toronto.ca/city-government/council/members-of-council/>. It is best to invite your councillor as soon as you have set a date for the presentations in order to accommodate their busy schedule.
- You could also invite someone from the Toronto Environmental Alliance to the class Gala as a “judge”: <https://www.torontoenvironment.org/contact>

CITY VISION 25 CONTEST

Project Description

Join the **City Vision 25 Contest** in shaping the future cities of Canada!

How can we improve the quality of life for residents and make our cities more sustainable vibrant communities?

Work as a team of **4-5 students** to research a city, large or small, in Canada. Assess issues and areas of need to determine opportunities for social and economic growth. Develop strategies and solutions. Build a City Vision 25 Plan and share your ideas submitting a report and digital portfolio.

A 'national panel of judges' will review all the entries and invite the top 10 team finalists to present their ideas at the **City Vision 25 Gala**, hosted by the Governor General in Ottawa and broadcasted nationally on CBC. The public will vote for which team showcases the most promising plan, to win the grand prize of \$50,000!

Your team project will be completed through **several stages** and you will need to submit work on the dates indicated. See the **important deadlines** posted on the 'Contestants' page.

Your **Report** and **Digital Portfolio** must include the following sections:

Part A: Background Research and Needs Assessment

Section 1	Physical Connections Profile
Section 2	Resources and Industries Profile
Section 3	Changing Populations Profile
Section 4	Liveable Communities Profile
Section 5	Other Considerations Profile

Part B: City Vision 25 Plan

For the **Gala Presentation** you will have only 10 minutes to impress the public so get your creative bulbs flashing and make every minute count. Any format is fair game as long as you convey your specific ideas in a clear, engaging way. Don't include your research (that's in your report) and just focus on your City Vision 25 plan! See the "**Presentation Rating Scale**" (BLM.CGC9.C.16) for evaluation criteria.

CITY VISION 25 CONTEST

Choosing Your City

Now that you've created your **City Vision 25 team**, what are **three cities** you'd like to explore to create a sustainable plan? If you choose a big city it may be easier to find information but because it's more complex, it will likely require more research. If you choose a smaller city, it may be more difficult to find information, but the factors for growth may be less complex.

Take a look at the recent report published by Maclean's, "**Best Communities in Canada: 2019**" if you're at a loss for where to begin:

<https://www.macleans.ca/economy/canadas-best-communities-to-live-2019/>

Perhaps you'd like to explore a city you've passed through or one that is very different to what you are already familiar with. Take a look at the **Research Data Collection** Sheets with the five topics you need to research for ideas. Do you want a city close to the coast, mountains or lake? A city near natural resources or on the Canadian Shield? One that is really developed with a large service industry?

Important Requirements: (You need to be able to answer YES to these questions)

- Will you be able to find a climate graph and population graph for this city? (check online)
- Does the city and/or municipality publish reports online? (e.g. budget and priorities, business plan, infrastructure, etc)
- Can you find information about the main industries in this city online?

A city can only be assigned to one team, so indicate your top 3 choices in your order of preference and give good reasons why. Also indicate any websites you used to make your decision. Your city requests will be approved and confirmed by the City Vision 25 Coordinator (i.e. your teacher).

Top Three City Choices (name, province)

Choice #1: _____

Brief notes (and site names, not URLs) for preliminary research:

Reasons why you want this city:

Choice #2: _____

Brief notes (and site names, not URLs) for preliminary research:

Reasons why you want this city:

Choice #3: _____

Brief notes (and site names, not URLs) for preliminary research:

Reasons why you want this city:

CITY VISION 25 CONTEST

Areas of Need & Evidence

Now that you've shared your research data collection sheets with your group members, identify the City's areas of needs and provide the research evidence you used (e.g. reference). **Please assign names to the following tasks:**

Area of Need	Evidence
Example 1 - Based on the population graph and immigration trends, City A will have more elderly in 25 years	City A website Statistics Canada website
Example 2 - Based on the decreasing exports for industry X, unemployment may increase	Industry Canada website
Example 3 - A pattern of increasing crime is evident	Current Events/News websites

CITY VISION 25 CONTEST

Action Plan & Commitments

Now that you've been assigned your city, come up with a creative group name. This is the name you will use for all your contest submissions.

Team Name: _____

Team Members: _____

In this activity, you need to divide the tasks between your team and distribute the work fairly. Please take the SWOT Analysis you did into account based on members' strengths, challenges, etc.

Also remember, at the end of the project, mark percentage points can be taken from someone who didn't do so much and given to someone who did more. Thus, be responsible in meeting your commitments by the set deadlines! **Please assign names to the following tasks:**

Tasks	Name	Notes
Research Data Collection Sheets: Topic 1 - Physical Connections Profile Topic 2 - Resources and Industries Profile Topic 3 - Changing Populations Profile Topic 4 - Liveable Communities Profile Topic 5 - Other Considerations Profile		
Set up Google Doc for Report with headings, subtitles, etc. Share edit access link with group members.		
Set up working file for Digital Portfolio (e.g. Google Slides, Prezi, Canva, etc.) Share edit access link with group members.		
Set up a way for members to communicate with each other (e.g. Instagram group, Remind , etc.) Share with group.		

Contact (email/phone) “ experts ” at your assigned city for assistance in your research and perhaps they’ll give you feedback on your Vision 25 ideas.		
Edit the Report to check for grammar and writing conventions		
Edit the written work in the Digital Portfolio to check for grammar and writing conventions		
Format the Report to make it look professional with an organized, clean layout.		
Format the Digital Portfolio to make layouts on the slides look consistent.		
Go through the Project Checklist and items for submission to make sure everything is completed		
Create and set up any multimedia for Presentation (e.g. slides, images, music)		
Create finished script for Presentation		
Collect any materials required for presentation (but split the cost between group members for any purchases)		
Build/create an arts piece (spoken word, symbolic sculpture, dance, etc) for the Presentation		
Other:		
Other:		
Other:		

CITY VISION 25 CONTEST

Solutions & PMI Chart

Now that you've identified the City's areas of need, brainstorm ideas, strategies and solutions the City can consider to address the needs. Remember to consider areas of need that can be more sustainable (e.g. industries, resources, waste management, transportation, etc.)

Solutions	PMI (Plus, Minus, Interesting)
<p>Example 1 - Gridlock of cars, especially during rush hour</p> <p>Member who will research this more: (Add name here)</p>	<p>Charge a toll on the road (P - more money for the city that could be used to improve public transit; M - expensive for taxpayers; I - none)</p> <p>Add light rail transit (P - will reduce traffic, less carbon emissions; M - less convenient with possibly longer commute; I - could make it powered by hydrogen)</p> <p>Add more solutions ...</p>

CITY VISION 25 CONTEST

Project Checklist & Deadlines

Below is a list of all the required components with their deadlines. It's important you complete everything on time since it may prevent the entire group from moving forward. If you have any extenuating circumstances, please let your group and your teacher know. Do not wait until the day something is due!

Requirements	Deadlines (Add Dates in this Column)
Choosing Your City handout	Same or next day after introducing the project
SWOT Analysis Placemat Activity Action Plan and Commitments	Day after Choosing Your City handout
Research Data Collection Sheets: (handed out after Lumawig Island Activity) Topic 1 - Physical Connections Profile Topic 2 - Resources and Industries Profile Topic 3 - Changing Populations Profile Topic 4 - Liveable Communities Profile Topic 5 - Other Considerations Profile Rubric for Collaboration Skills (self and peer assessment completed during class) Any notes from the mid-project check-in discussion regarding group concerns	At least 2 weeks after project introduction (more time would be better if it's possible) Note: The Research sheets are due on this day to allow members to share their findings with each other. Teacher does <u>not</u> collect these sheets until the same day the group submits the Solutions PMI Chart.
Areas of Need & Evidence Solutions PMI Chart	Can be done the day after Research sheets are shared

City Vision 25 Report Digital Portfolio	2 weeks after the Solutions PMI Chart
City Vision 25 Presentation Group Contribution & Distribution of Marks	1.5 to 2 weeks after the report and portfolio are submitted
Other:	



Topic 1: Physical Connections Profile Research and Data Collection Sheet

As you research, start saving images you might think you'll use for the digital portfolio. Also record your sources of information (both facts and images) because you will need to cite them. There is space already provided to add endnotes.

Consider the following when researching your city. Use point form notes.

1. Find (and save) a map to see the location of your city boundaries. Using its location, refer to the other maps you've studied in the course and identify:

- The **soil zone** (determine characteristics for your city area)
- The **climate zone** (attach and save a **climate graph** for your city and record other characteristics that affect climate conditions such as the city's altitude, proximity to water, trade winds, etc.)
- The **biome** (what types of vegetation grow in that area)
- The **landforms**
- Any other specific, **prominent features** that might be considered unique (e.g. Niagara Escarpment and Falls, Bay of Fundy, etc.)

2. How do the **natural characteristics** you researched above, influence the **human activities** in your city area? (e.g. recreation, industry, infrastructure, etc.) Provide **specific examples**.
3. What human activities have an **impact on the natural characteristics** in your city area? (negative or positive impact on the environment?) Provide **specific examples**.
4. Are the natural resources in your city and surrounding area being used in a sustainable way? Explain. Provide **specific examples**.
5. Look at a map to determine what ecozone your city belongs to and its defining characteristics. How important are the natural resources to your community? Explain.

Endnotes: (just add URLs for now)



Topic 2: Resources and Industries Profile

Research and Data Collection Sheet

As you research, start saving images you might think you'll use for the digital portfolio. Also record your sources of information (both facts and images) because you will need to cite them. There is space already provided to add endnotes.

Consider the following when researching your city. Use point form notes.

1. Find (and save) a map to see the location of your city boundaries. Using its location, refer to other maps and sources to identify:

- Any **main primary industries** in, or near your city and surrounding area, or if not in your city area, any that still impact your city (e.g. employ many residents, affect transportation, etc.)

- Any **secondary industries** in, or near your city and surrounding area, or if not in your city area, any that still impact your city (e.g. employ many residents, affect transportation, etc.)

- Any **tertiary industries** in, or near your city and surrounding area, or if not in your city area, any that still impact your city (e.g. employ many residents, affect transportation, etc.)

- Any **quaternary industries** near your city and surrounding area, or if not in your city area, any that still impact your city (e.g. employ many residents, affect transportation, etc.)

- Are there any **headquarters** of **prominent companies or businesses** that might play an important role in your city? Explain.
2. For any primary to quaternary industries located within your city boundaries, what impact have they had on:
- a) The quality of living? Provide **specific examples**.
 - b) Nature and the environment? Provide **specific examples**.
3. Look at a map to determine what ecozone your city belongs to and its defining characteristics. How important are these industries to the provincial and/or Canadian economy as a whole? Explain.
4. Are there any city, provincial, and/or national policies or programs that might impact your the industries in your community? Explain.

Endnotes: (just add URLs for now)



Topic 3: Changing Populations Profile Research and Data Collection Sheet

As you research, start saving images you might think you'll use for the digital portfolio. Also record your sources of information (both facts and images) because you will need to cite them. There is space already provided to add endnotes.

Consider the following when researching your city. Use point form notes.

1. Find the most recent population graph for your city and save it (to include in the digital portfolio). Don't forget to record the site where you got it from. Describe the main features of the graph:

- Total population
- Largest vs. smallest cohort
- Gender distribution among ages

2. Find and save some past population graphs for your city, ideally to represent decades (early 2000s, 1980s, 1960s). How has the population of the city changed over time? Summarize for your report. Why do you think this is the case? How do you think the graph will look 25 years from now and what might that mean for future planning?

3. Find the following rates for your city: **birth** rate, **death** rate, **immigration** rate, **emigration** rate

Compare them to rates from previous decades (record and note the changes). Based on your research, is your city's population growing? Explain.

4. What is the population distribution and socio-economic profile for your city?

- a) Historical settlement and immigration of prominent ethnic groups (indicate location on city map)
- b) Push/pull factors that have brought immigrants to your city. How have they contributed and helped build the city?
- c) Neighbourhoods that have highest growth (indicate location on city map). What populations live here?
- d) Neighbourhoods that have the highest needs (indicate location on city map). What populations live here?
- e) Neighbourhoods that are considered upper class (indicate location on city map). What populations live here?
- f) What percentage of your city's population lives below the poverty line? Why do you think this is the case? What population demographic falls into this category? (Are there certain groups that are most vulnerable?)
- g) Other considerations? (e.g. number of languages spoken, % by ethnicity, etc)

5. What specific programs does the city or non-profit organizations offer to meet the changing needs of your population? (e.g. on issues like housing, language services, food banks, etc) etc. Describe and explain.

Endnotes: (just add URLs for now on an attached sheet of paper)

Topic 4: Liveable Communities Profile Research and Data Collection Sheet

As you research, start saving images you might think you'll use for the digital portfolio. Also record your sources of information (both facts and images) because you will need to cite them. There is space already provided to add endnotes.



Consider the following factors that impact the quality of life. Use point form notes.

1. What is the food security and housing situation in your city? Is there enough affordable housing or is homelessness evident? How prevalent is hunger? (Speak with your group member that researched Topic 4 to get information about poverty.)

2. a) What is the rate of employment?

b) The rate of inflation?

c) Why do you think this is the case?

3. What public health challenges does the city currently face? What services does the city offer to address these concerns? (differentiate city public health from provincial ministry of health)

4. What public transit system does the city offer, if any? Does it effectively meet the needs of the residents? Describe and explain (how many use transit, cost, problems, etc.)

5. What waste management system does the city have? (e.g. garbage collection, recycling, composting, hazardous/electronics, etc) Does it manage its waste effectively? How well do residents participate? (e.g. accuracy of recycling, how much waste is diverted from landfill, etc.)

6. What major road(s) exist, what is their state, and are they sufficient enough for the needs of the residents? Are there other important aspects of transportation that should be noted?

7. What community services does the city provide that adds value and improves the quality of life? Are these services adequate enough? (e.g. community centre, library system, parks and recreation programs and sports fields, etc.)

8. What does the city do to help promote diversity, art and cultural activities? (e.g. important spaces, major events, etc.) Be specific.

3. Cities sometimes adopt policies or by-laws to address areas of concern (e.g. removal of carding practice by police due to racial profiling concerns; by-laws regarding the use of lawn pesticides to protect the water system/supply, etc.) Identify any policies that have been prominent in the news to address more recent concerns (in the past few years):

Endnotes: (just add URLs for now on an attached sheet of paper)



Topic 5: Other Considerations Profile

Research and Data Collection Sheet

As you research, start saving images you might think you'll use for the digital portfolio. Also record your sources of information (both facts and images) because you will need to cite them. There is space already provided to add endnotes.

Consider the following when researching your city. Use point form notes.

- Include a map of your city relative to the country
 - Include a map of your city that shows the main areas
-
1. Who is the mayor of your city and how many councillors/wards are there? How many people do they represent? (i.e. total population of your city)

 2. What does the city have in place to mitigate against the effects of climate change? (e.g. increased flooding, drought and water shortage, forest fires, growth of emerging diseases like lyme, West Nile, possibly malaria, etc.) Has the city already experienced some of these effects? Describe and explain.

 3. What initiatives has the city undertaken to make the city more sustainable in the following ways. Give **detailed specific information**.
 - a) Renewable energy

 - b) Water Management (pollution, conservation, treatment, etc.)

c) Waste Management (at all levels)

d) Transportation (technology, policies, incentives, etc.)

4. Are there any provincial or federal issues that impact your community? (e.g. development of a pipeline, disputed territory with FNMI, impact of trade agreements on an industry in your city, etc.) Describe and explain.

5. Has your community experienced any past or current crisis that was mentioned in national news? (e.g. industrial accidents, gun or gang violence, opioid crisis, etc.)

6. Has your city received any honours or awards worth mentioning? (e.g. listed in Mercer's top 100 cities to live around the world, City of Architecture award, etc.)

Endnotes: (just add URLs for now on an attached sheet of paper)

BLM.CGC9.C.12

Collaboration Rubric: Self-Assessment & Peer Assessment

Group Project: _____

Group Members: _____ (use **pencil** to check off peer assessment level)

Name of Student Assessed: _____ (use **blue pen** to check off self-assessment level)

Criteria	Level 4	Level 3	Level 2	Level 1
Contributions in Discussions	Student shows strong initiative in contributing to group discussions and meetings	Student shows good initiative in contributing to group discussions and meetings	Student shows some initiative in contributing to group discussions and meetings (sometimes needs prompts to speak)	Student shows limited initiative in contributing to group discussions and meetings (often needs prompts to speak)
Managing Goals	Student has a strong awareness of group's goals and action plan and his/her role and duties in fulfilling them.	Student has a good awareness of group's goals and action plan and his/her role and duties in fulfilling them.	Student has some awareness of group's goals and action plan and his/her role and duties in fulfilling them.	Student has a limited awareness of group's goals and action plan and his/her role and duties in fulfilling them.
Responsibility	Student has reasonably fulfilled all their accepted duties at the agreed-upon timelines.	Student has reasonably fulfilled most of their accepted duties at the agreed-upon timelines.	Student has reasonably fulfilled some of their accepted duties at the agreed-upon timelines.	Student has reasonably fulfilled only a limited number of their accepted duties at the agreed-upon timelines.
Interaction	Student always maintains a positive, affirming and respectful attitude when interacting with group members.	Student often maintains a positive, affirming and respectful attitude when interacting with group members.	Student sometimes maintains a positive, affirming and respectful attitude when interacting with group members.	Student has difficulty maintaining a positive and respectful attitude when interacting with group members.
Communication (not applicable for peer assessment)	Student is often open and honest in expressing feelings and takes risks in engaging in hard conversations.	Student expresses feelings and takes some risks in engaging in hard conversations.	Student expresses feelings and takes limited risks in engaging in hard conversations.	Student has difficulty expressing feelings to group members or the teacher.

Listening	Student is an active listener that always pays attention, and seeks clarification with helpful and critical questions that move the group forward. Student always listens with an open and non-judgmental manner (in response and body language).	Student is a good listener that often pays attention, and seeks clarification with helpful questions that move the group forward. Student often listens with an open and non-judgmental manner (in response and body language).	Student is a listener that sometimes pays attention, and sometimes asks questions. Student sometimes listens with an open and non-judgmental manner (in response and body language).	Student is a listener that has difficulty paying attention and can be distracted (e.g. cell phone). Student has difficulty listening with an open and non-judgmental manner (as shown by negative responses or body language)
Collaboration Tools	Student has effective skills in communicating and working together on tasks with group members through the use of ICT tools (e.g. Instagram, Google docs, Prezi, etc.)	Student has proficient skills in communicating and working together on tasks with group members through the use of ICT tools (e.g. Instagram, Google docs, Prezi, etc.)	Student has some skills in communicating and working together on tasks with group members through the use of ICT tools (e.g. Instagram, Google docs, Prezi, etc.)	Student has limited skills in communicating and working together on tasks with group members through the use of ICT tools (e.g. Instagram, Google docs, Prezi, etc.)

Please list and explain the strategies and/or tools you have been using that have helped you the most with collaboration.

What are some of the challenges that keep you from achieving a Level 4 in some of the criteria above? Explain.

Given these challenges, what are some ways you can improve your collaboration skills? (List any specific strategies, tools, or people that could help you and how)

BLM.CGC9.C.13

Rubric: Digital Portfolio

Group Members: _____

Team Name: _____

Criteria	Level 4	Level 3	Level 2	Level 1
Knowledge and Understanding	The digital portfolio acts as an excellent summative to support the content in the report.	The digital portfolio acts as a good summative to support the content in the report.	The digital portfolio somewhat supports the content in the report.	The digital portfolio supports only half the content in the report.
Critical Thinking and Inquiry	<p>The team critically selects only the most relevant images and/or artifacts to include in the digital portfolio.</p> <p>All images and/or artifacts are clearly captioned with a definitive title and source. The images and artifacts used are cited in MLA format. Credit is given for any other elements where applicable (e.g. use of specialized fonts)</p>	<p>The team critically selects relevant images and/or artifacts to include in the digital portfolio.</p> <p>Most images and/or artifacts are clearly captioned with a definitive title and source. The images and artifacts used are cited in MLA format. Credit is given for any other elements where applicable (e.g. use of specialized fonts)</p>	<p>The team selects some relevant images and/or artifacts to include in the digital portfolio.</p> <p>Some images and/or artifacts are captioned with a source. The images and artifacts used are cited in MLA format. Credit is given for any other elements where applicable (e.g. use of specialized fonts)</p>	<p>The team selects a few relevant images and/or artifacts to include in the digital portfolio.</p> <p>Only a few images and/or artifacts are captioned with a source. The images and artifacts used are cited in MLA format.</p>
Communication	The digital portfolio showcases the city and Vision 25 report in a way that is inspiring and exciting, bringing the ideas in print to life. Images are clear. The layout is artistic, clean, and highly engaging in design.	The digital portfolio showcases the city and Vision 25 report in an attractive way. Images are clear. The layout is clean and engaging in design.	The digital portfolio showcases the city and Vision 25 report in a practical way. Most images are clear. The layout is clean in design.	The digital portfolio showcases the city and Vision 25 report in a limited way. Some images are clear. The layout shows minimal effort in design.

Comments:

BLM.CGC9.C.14

Rubric: Final Report

Group Members: _____

Team Name: _____

Criteria	Level 4	Level 3	Level 2	Level 1
Completion (Knowledge and Understanding)	The report includes all the required components: a title page with team name, members, date; introduction, five topics with indicated parts, solutions, conclusion.	The report includes most of the required components: a title page with team name, members, date; introduction, five topics with indicated parts, solutions, conclusion.	The report includes at least $\frac{3}{4}$ of the required main components: a title page with team name, members, date; introduction, five topics with indicated parts, solutions, conclusion.	The report includes half of the required main components: a title page with team name, members, date; introduction, five topics with indicated parts, solutions, conclusion.
Vision 25 Plan Sources of Information (Critical Thinking and Inquiry)	<p>The report includes a thoughtful and comprehensive assessment of the areas of need. The Vision 25 Plan shows exceptional reasoning and critical problem solving in developing ideas.</p> <p>All information is accurate, from 5 or more diverse and reliable sources (i.e. refereed academic journals, high profile and widely referenced organizational websites, interviews with experts, etc). All relevant information is cited in MLA format with footnotes or endnotes. All primary sources of information (e.g. artifact of raw interview notes, email, etc.) are included in the documentation submitted.</p>	<p>The report includes a good assessment of the areas of need. The Vision 25 Plan shows good reasoning and problem solving in developing ideas.</p> <p>All information is accurate from at least 4 reliable sources (i.e. refereed academic journals, high profile and widely referenced organizational websites, interviews with experts, etc). Most relevant information is cited in MLA format with footnotes or endnotes. Most primary sources of information (e.g. raw interview notes, emails, etc.) are included in the documentation submitted.</p>	<p>The report includes a somewhat thoughtful assessment of the areas of need. The Vision 25 Plan shows some reasoning and problem solving in developing ideas.</p> <p>Most information is accurate from at least 3 reliable sources (i.e. high profile and widely referenced organizational websites, interviews with experts, etc). Some relevant information is cited in MLA format with footnotes or endnotes. Some primary sources of information (e.g. raw interview notes, emails,</p>	<p>The report includes a limited assessment of the areas of need. The Vision 25 Plan shows limited reasoning and problem solving in developing ideas.</p> <p>Some information is accurate from at least 2 reliable sources (i.e. high profile and widely referenced organizational websites, interviews with experts, etc). Some information is cited in MLA format. Primary sources were not used for research, or included in the documentation submitted.</p>

			etc.) are included in the documentation submitted.	
Report Structure and Writing (Communication)	Ideas are clearly and effectively organized with the use of headings and/or subtitles. The writing style is concise, clear, eloquent and engaging with almost no errors in grammar.	Ideas are well-organized with the use of titles and/or subheadings. Most images are labelled with a title and source. The writing style is concise, clear and somewhat engaging with a few errors in grammar.	Ideas are somewhat organized with some use of titles and/or subheadings. Some images are labelled with a title and/or source. The writing style is clear with some errors in grammar.	Ideas are limited in organization. Most or all images require a title and source. The writing style is somewhat clear with frequent errors in grammar that are sometimes confusing for understanding.
(Application)	The report shows clear and strong relationship connections between physical, social, economic and political factors. The report shows exceptional analysis of the research and data collected, to interpret patterns and future outcomes in all topic areas. The Vision 25 Plan shows excellent application of sustainability concepts in developing their solutions to create a thriving liveable community.	The report shows good relationship connections between physical, social, economic and political factors. The report shows good analysis of the research and data collected, to interpret patterns and future outcomes in all topic areas. The Vision shows good application of sustainability concepts in developing their solutions to create a thriving liveable community.	The report shows some relationship connections between physical, social, economic and political factors. The report shows some analysis of the research and data collected, to interpret patterns and future outcomes in all topic areas. The report shows some application of sustainability concepts in developing their solutions to create a thriving liveable community.	The report shows limited relationship connections between physical, social, economic and political factors. The report shows limited analysis of the research and data collected, to interpret patterns and future outcomes in all topic areas. The report shows limited application of sustainability concepts in developing their solutions to create a thriving liveable community.

Comments:

Group Contribution and Distribution of Marks

Assuming you have **100 points for each member** on your project, distribute this mark for each individual based on their contribution to the project. The teacher may adjust final marks based on how much you've contributed so write down as many specific things as possible per individual.

For example, in a group of 3 people, one might have done more than the other two so the distribution could be: Person A gets 90 points (minus 10 from their 100 points), Person B gets 95 points (minus 5 from their 100 points), Person C gets 115 points (15 points taken from the other two members because Person C did more than the other two)

Name	Specific Contributions	Mark	Students Initials

Presentation Rating Scale

Group Members: _____

Team Name: _____



Expectations	Rating Scale (Circle only one from each row)				
<p>All components of the presentation are included:</p> <ul style="list-style-type: none"> • Introducing the City (name, location on map, population, growth rate, main industries, climate, other important features that are unique or interesting) - 5 marks • Main issues, concerns, needs you identified - 5 marks • Solutions you focused on to promote sustainability and quality of living (cost, feasibility) - 5 marks • Conclusion 	1	2	3	4	5
	1	2	3	4	5
	1	2	3	4	5
<p>The presentation is highly engaging. All group members participate in the presentation. Ideas are presented in an organized manner. Ideas are presented clearly and concisely.</p> <p>There is excellent eye contact, voice volume, pace, and enunciation.</p>	1	2	3	4	5

Comments:

BLM.CGC9.C.17

SWOT ANALYSIS - PLACEMAT ACTIVITY

S - Identify your strengths (What knowledge, skills or talents can you offer to the project?)

W - Identify your weaknesses (What might you find difficult with your skill set?)

O - Identify opportunities (Outside of your team, who/what might benefit you e.g. contacts, resources? What are ways you might benefit from this project?)

T - Identify threats (What challenges might you face as a group or as individuals to complete this project? e.g. extra-curricular, family obligations, health, etc)

STRENGTHS	WEAKNESSES
OPPORTUNITIES	THREATS