


INDIVIDUALS AND SOCIETIES 7

Development Presentation

UNIT DETAILS

Unit title:	Economic Growth and Development
Guiding question:	What is 'development'? How can it be most accurately measured and fairly achieved?
SOI:	Economic Growth and equality of opportunities can help societies to 'develop' and become 'fairer' places but often does not benefit all stakeholders equally.
Concepts:	Change: causality, interdependence

TASK OUTLINE

Goal:	To <i>inform</i> an audience about a country's development situation and <i>advise</i> on a course of action.	
Role:	You are a researcher for the United Nations Development Project (UNDP). You will pair up with a researcher from another country to compare and contrast your respective countries' situations.	
Audience:	An international group of delegates, attending a conference to discuss the state of development in the world.	
Product:	A five minute presentation, with slideshow that will explain the levels of development for both countries along with next steps.	

CONDITIONS, REQUIREMENTS AND RESOURCES

Due date / time allowed:	<ul style="list-style-type: none"> ● Due: Tuesday, December 4th ● Two weeks of class time and home time to prepare
Requirements and conditions:	<ul style="list-style-type: none"> ● A clear account of the development progress of two countries, supported by evidence and recommendations. ● Data and visuals (graphs, population pyramids, Dem. Transition model) ● Accurate use of key terms
Resources / links:	<ul style="list-style-type: none"> ● Data sources: Gapminder and CIA World Factbook ● Key terms: Economic and human development indicators

Criterion A: Knowing and Understanding

Level	Descriptor	Task Specific Clarification
1-2	<ul style="list-style-type: none"> do not reach a standard described by any of the descriptors below. 	<ul style="list-style-type: none"> You do not reach a standard described by any of the descriptors below
3-4	<ul style="list-style-type: none"> makes limited use of terminology demonstrates basic knowledge and understanding of content and concepts through limited descriptions and/or examples 	<ul style="list-style-type: none"> Your use of terms related to measuring development (mortality, literacy, fertility, per capita, for example) is limited Your examples and explanations show basic understanding of how the indicators you have chosen to describe are important to measuring development
5-6	<ul style="list-style-type: none"> use some terminology accurately demonstrates satisfactory knowledge and understanding of content and concepts through simple descriptions, explanations and examples. 	<ul style="list-style-type: none"> You appropriately use some terms related to measuring development (mortality, literacy, fertility, per capita, for example) Your examples and explanations show simple understanding of how the indicators you have chosen to describe are important to measuring development
7-8	<ul style="list-style-type: none"> use considerable relevant terminology accurately demonstrates substantial knowledge and understanding of content and concepts through descriptions, explanations and examples. 	<ul style="list-style-type: none"> You accurately use several terms related to measuring development (mortality, literacy, fertility, per capita, for example) Your examples and explanations show good understanding of how the indicators you have chosen to describe are important to measuring development

Criterion B: Investigating

Level	Descriptor	Task Specific Clarification
1-2	<ul style="list-style-type: none"> identifies a research questions that is clear, focused and relevant formulates a limited action plan or does not follow a plan collects and records limited or sometimes irrelevant information, with guidance, reflects on the research process and results to a limited extent 	<ul style="list-style-type: none"> Your data collected is limited or sometimes irrelevant information, with guidance, reflects on the research process and results to a limited extent You didn't collect research that answers the question
3-4	<ul style="list-style-type: none"> formulates/chooses a research question that is clear and focused and describes its relevance formulates and occasionally follows a partial action plan to investigate a research question uses a method(s) to collect and record some relevant information with guidance, reflects on the research process and results 	<ul style="list-style-type: none"> The data you choose to present shows that you focused adequately on the research question and recorded some relevant information Your research only partially answered the question
5-6	<ul style="list-style-type: none"> formulates/chooses a research question that is clear and focused and describes its relevance in details formulates and mostly follows a sufficiently developed action plan to investigate a research question uses method or methods to collect and record appropriately relevant information with guidance, evaluates on the research process and results 	<ul style="list-style-type: none"> The data you choose to present shows that you focused satisfactorily on the research question and recorded appropriately relevant information The data you choose to present shows that you located, compared and recorded a some indicators in order to satisfactorily answer the question
7-8	<ul style="list-style-type: none"> formulates/chooses a clear and focused research question and explains its relevance formulates and effectively follows a consistent action plan to investigate a research question uses method or methods to collect and record appropriately and varied relevant information with guidance, provides a detailed evaluation on the research process and results 	<ul style="list-style-type: none"> The data you choose to present shows that you focused clearly on the research question using appropriately varied and relevant information The data you choose to present shows that you located, compared and recorded a variety of indicators in order to effectively answer the question.

	A: Knowing and Understanding	B: Investigating	C: Communicating	D: Thinking critically
Student			NA	NA
Teacher			NA	NA