



## Loop150 Reflection

*Due June 15<sup>th</sup>, 2017*

**From the Assignment sheet:** *Students will complete a 750 word reflection that outlines their involvement, as well as how this event meets the curriculum expectations outlined above. This reflection, as well as their input into the final product, will be evaluated.*

Some ideas you could address:

### **What, in your opinion, is Canada's identity?**

How can we ensure that our event reflects a variety of perspectives?

Do you think history can be free of bias? Why or why not?

Which Indigenous contributions have received a meaningful place in the Canadian narrative? Why do you think those contributions are recognized, and not others? Who decides what is considered important?

How and why might the idea of "Canada's two founding nations" (England and France) be changing?

What does our community and its struggles reveal about Canada?

How have demographic changes affected the development of Canadian identity and culture?



# Reflection Rubric – Loop150<sup>1</sup>

	Level 0-1	Level 2-3	Level 4
<b>Clarity</b>	There are frequent lapses in clarity. Concepts are either not discussed or are presented inaccurately.	Minor, infrequent lapses in clarity. Abstract concepts are explained fairly accurately.	The language is clear and expressive. The reader can create a mental picture of the situation being described. Abstract concepts are explained accurately.
<b>Relevance</b>	The reflections show poor thought and effort. Most of the reflection is irrelevant to the big ideas of the assignment.	The reflections show some thought and effort. Student makes attempts to demonstrate relevance, but may be unclear in reference to the big ideas of the assignment.	The reflections show tremendous thought and effort. The learning experience being reflected upon is relevant and meaningful to the big ideas of the assignment.
<b>Analysis</b>	Student makes attempts at applying the learning experience exploring Canadian history, identity and cultural and their specific relationship with the 150 <sup>th</sup> commemoration of Confederation.	The reflection demonstrates student attempts to analyze their experience exploring Canadian history, identity and cultural and their specific relationship with the 150 <sup>th</sup> commemoration of Confederation. A degree of personal reflection is also offered.	The reflection moves beyond simple description of the experience exploring Canadian history, identity and cultural and their specific relationship with the 150 <sup>th</sup> commemoration of Confederation. A high degree of personal reflection is also offered.
<b>Links to curriculum &amp; big ideas</b> (concepts mentioned by Bucky on the front of this document)	The student needed to better address big ideas linked to the curriculum of CHI4U1 (and mentioned by Bucky the Beaver on the front of this document).	The reflection demonstrates that the student attempted to address big ideas linked to the curriculum of CHI4U1 (and mentioned by Bucky the Beaver on the front of this document).	The reflection demonstrates that the student addressed multiple big ideas linked to the curriculum of CHI4U1 (and mentioned by Bucky the Beaver on the front of this document).

<b>Overall Level</b>	
<b>Mark</b>	<b>/ 50</b>



<sup>1</sup> Adapted from the Harvard Graduate School of Education, Professional School Online, Victoria School Sec 1 Geography Self Reflection Rubric. <https://learnweb.harvard.edu/wide/courses/files/rubricthroughlines.pdf> [Created 30 March 2017]