Mr. Fitton Name:

**/30 MARKS**

Law 12 Date:



This unit on Comparative Prison Analysis has provided you with a great deal of information in a variety of forms. We have read articles, viewed documentaries, and visited prisons. This is an opportunity for you to develop an **Inquiry Question** on a topic of choice about Prisons. After developing a question, you will have the ability to research through online journals, documentaries, films, books and other reliable sources. Finally, you will be permitted to share your findings in any way that showcase’s your talents.

**DUE DATE: The completed project is due on \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.**



🡪You should be half done and show Mr. Fitton on \_\_\_\_\_\_\_\_\_\_\_\_\_

🡪If you have not made substantial headway at this point, we will discuss what you require in order to be successful.

**The Project**: The project aims to provide you with freedom to learn about a topic of interest and present it in a way you want. Moreover, it aims to familiarize you with how to research and express yourself in a cogent and successful manner. As a result, we will be reviewing academic journals, **learning citation** and using our teacher-librarian as a resource.

**Some Suggest Project Ideas (you can present in any way you want!):**



**Create A Term Paper**

- Research several articles on a topic of your choice

-Create and refine a thesis

-Follow proper format of a term paper

-Use the University of Ottawa History Student handbook to guide you

-Proper use of quotes/citations

-800-1500 words **maximum**.

**Unit Mind Map / Pictorial Matrix**

-Draw a Matrix or artistic piece that shows your knowledge

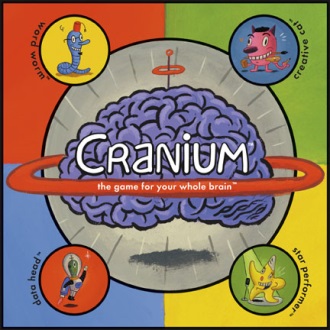
-Include Key terms and points

-Pictures or Drawings

-Must demonstrate an argument/research

-Needs proper citation

-Reveals a depth of understanding enhanced by your artistic abilities.



**What will help you in your Career?**

-In this class we have future police officers, nurses, lawyers, army personnel, secretaries, parents, construction workers, etc.

-Create your own type of demonstration of learning where you research and present in a way that will help you gain skills / present knowledge in a way you would in your future career. (Police report, Doctors notes…. Etc)

**Video/Animation /Anything**

- Create a video newscast, Rick Mercer Rant, Horrible Histories, Histeria, or anything using the medium of video that helps you articulate your research and viewpoints.

-Must reveal grade 12 level of research

-Must somehow include citations

-Must demonstrate a superior level of understanding.

**Science Fair Poster**

- Create a research project poster

- Must contain a relevant thesis

- Must display variety of arguments / viewpoints about the topic

- Must synthesize various viewpoints and eventually reveal important conclusions

-Aesthetically appealing

-Requires evidence of research/citations

**Documentary**

-Using film or pictures gathered from the internet, create a documentary with an overdub that explains the your argument; Draw my life

-Post to youtube for final evaluation.

-You may download and show archival footage or re-enact key scenes yourself.

-Should include citations

**Design a Prison**

-Use autocad, or your own artistry to design a prison

-Design menus, programs, and/or the building itself.

-Showcase what you would include in an ideal prison based on rehabilitation or if you want, a punishment model.

-Be as creative as you want

-Include research and explanations of your choices.

These are only a few suggestions. You may show your learning in an alternate fashion (ie. police report, radio show, Rick Mercer Rant, Crash Course in History, Epic Rap Battle of History, Musical Score or any idea you have, but consult with me first and I will be happy to discuss the viability of your idea. Remember, you will likely have to support your creative work (if you choose to do something that is not written) with additional written analysis to ensure that you have submitted a project that demonstrates a grade 12 level of understanding.

Inquiry Assignment

Correctional Service Canada / Or Other Correctional Centers

Select Topic (what about prisons intrigues you or makes you curious)

Select one or two aspects of the prison you would like to investigate.

Examples: living conditions, food, health care, education programs, work programs, visiting rights, security, statistics, women in prison, solitary confinement, LGBT rights in Prisons, Impact of Gardens or Pets on inmates, Comparisons with USA or elsewhere… the sky is the limit!

Develop your 2 or 3 inquiry questions

Research (Academic Journals, Netflix Documentaries, Online, Books, etc)

Organize your findings – You may use the inquiry chart provided. Strive to document your research in a way that works for you so you are prepared for post-secondary. Organization is key

Decide how you will share your findings and your personal thoughts on your findings. What will be the format you will share you info in – See options on assignment

Share your presentation

ASSESSMENT :



Tips to stay on target: Think of your topic 🡪 Read textbook or articles on that topic 🡪 Create a driving question🡪 Find academic articles / newspaper articles / documentaries to support 🡪 highlight examples to support your points 🡪 start the writing / creative process 🡪 Done!

**Assessment:** Due to the extremely personalized nature of this assignment and due to the variety of choices of expression, it is incredibly difficult to assess. As a result we will be using a 6-point generalized scale.

6

A relevant thesis (argument) is evident and clearly developed throughout the project/paper

Superior use of factual content; organized in a purposeful and effective manner

Precise selection of supporting details; evaluation/analysis is exemplary; a polished and professional product

Expression is clear and fluent; errors may be present but do not interfere with meaning

Proper Bibliography in APA format; no errors

5

A relevant thesis (argument) is evident and provides direction throughout the project/paper

Proficient use of factual content; organized in a clear and thoughtful manner; a very good product

Accurate selection of supporting details; evaluation/analysis is sound

Expression is generally fluent; errors may be present but do not interfere with meaning

Proper Bibliography in APA format; minor errors

4

A relevant thesis (argument) is evident

Competent use of factual content; organized in a purposeful manner

Appropriate selection of supporting details; evaluation/analysis is satisfactory, but basic; product is rough/silly/amateurish

Expression is generally fluent; errors may impede meaning at times (some sections unclear due to writing)

Proper Bibliography in APA format; a few errors

3

A relevant thesis (argument) is attempted, but unclear

Adequate use of factual content; organization attempted or parts organized, but parts disorganized; product is draft-like

Simplistic selection of supporting details; evaluation/analysis is weak, or at times there is a lack of evaluation/analysis

Expression is simplistic; errors impede meaning

Attempts bibliography; many errors

2

A relevant thesis is absent, inaccurate or student has simply listed their topic

Limited recall of factual content; lack organization or disorganized in many places

Inappropriate selection of supporting details; Inaccurate supporting details, evaluation/analysis are absent; limited effort

Expression is flawed and errors impede meaning

Bibliography is just a list of sources in no format

1

A relevant thesis is absent

Deficient recall of factual information; lacks organization

Absence of supporting details; product is far below grade expectations

Expression is unclear and makes understanding difficult

No bibliography.

0

Writing is evident, but no attempt has been made to discuss/argue an event from the cold war era

Plagiarized; product is not meeting grade expectations in the least s

Cut and Pasted information from the internet is all that is provided

**Individuals & Societies Combo Rubric**

**(see Assessment Criteria of Devin’s IB Guide on pg. 19)**

**Assessment Criteria**

**A: Knowing and understanding**

1. use a wide range of terminology in context
2. demonstrate knowledge and understanding of subject-specific content and concepts through developed descriptions, explanations and examples.

**B: Investigating**

1. formulate a clear and focused research question and justify its relevance
2. formulate and follow an action plan to investigate a research question
3. use research methods to collect and record appropriate, varied and relevant information
4. evaluate the research process and results.

**C: Communicating**

1. communicate information and ideas effectively using an appropriate style for the audience and purpose
2. structure information and ideas in a way that is appropriate to the specified format
3. document sources of information using a recognized convention.

**D: Thinking critically**

1. discuss concepts, issues, models, visual representation and theories
2. synthesize information to make valid, well supported arguments
3. analyze and evaluate a wide range of sources/data in terms of origin and purpose, examining values and limitations
4. interpret different perspectives and their implications.

**Combo Rubric on Next Page**

**Criterion A: Knowing & Understanding**

|  |  |  |
| --- | --- | --- |
| **Achievement Level** | **Level Descriptor** | **Task-Specific Clarification** |
| 0 | The student does not reach a standard described by any of the descriptors below. | **Add your own expectations here!** |
| 1-2 | The student:   1. uses limited relevant terminology, 2. demonstrates basic knowledge and understanding of content and concepts with minimal descriptions and/or examples. |  |
| 3-4 | The student:   1. uses some terminology accurately and appropriately, 2. demonstrates adequate knowledge and understanding of content and concepts through satisfactory descriptions, explanations and examples. |  |
| 5-6 | The student:   1. uses a range of terminology accurately and appropriately, 2. demonstrates substantial knowledge and understanding of content and concepts through accurate descriptions, explanations and examples. |  |
| 7-8 | The student:   1. consistently uses a wide range of terminology effectively, 2. demonstrates detailed knowledge and understanding of content and concepts through thorough accurate descriptions, explanations and examples. |  |

**Criterion B: Investigating**

|  |  |  |
| --- | --- | --- |
| **Achievement Level** | **Level Descriptor** | **Task-Specific Clarification** |
| 0 | The student does not reach a standard described by any of the descriptors below. | **Add your own expectations here!** |
| 1-2 | The student:   1. formulates a research question that is clear or focused and describes its relevance, 2. formulates a limited action plan to investigate a research question or does not follow a plan, 3. collects and records limited information, not always consistent with the research question, 4. makes a limited evaluation of the process and results of the investigation. |  |
| 3-4 | The student:   1. formulates a research question that is clear and focused and describes its relevance in detail, 2. formulates and somewhat follows a partial action plan to investigate a research question, 3. uses a research method(s) to collect and record mostly relevant information, 4. evaluates some aspects of the process and results of the investigation. |  |
| 5-6 | The student:   1. formulates a clear and focused research question and explains its relevance, 2. formulates and follows a substantial action plan to investigate a research question, 3. uses research method(s) to collect and record appropriate relevant information, 4. evaluates the process and results of the investigation. |  |
| 7-8 | The student:   1. formulates a clear and focused research question and justifies its relevance, 2. formulates and effectively follows a comprehensive action plan to investigate a research question, 3. uses research methods to collect and record appropriate, varied and relevant information, 4. thoroughly evaluates the investigation process and results. |  |

**Criterion C: Communicating**

|  |  |  |
| --- | --- | --- |
| **Achievement Level** | **Level Descriptor** | **Task-Specific Clarification** |
| 0 | The student does not reach a standard described by any of the descriptors below. | **Add your own expectations here!** |
| 1-2 | The student:   1. communicates information and ideas in a limited way, using a style that is limited in its appropriateness to the audience and purpose, 2. structures information and ideas according to the specified format in a limited way, 3. documents sources of information in a limited way. |  |
| 3-4 | The student:   1. communicates information and ideas satisfactorily by using a style that is somewhat appropriate to the audience and purpose, 2. structures information and ideas in a way that is somewhat appropriate to the specified format, 3. sometimes documents sources of information using a recognized convention. |  |
| 5-6 | The student:   1. communicates information and ideas accurately by using a style that is mostly appropriate to the audience and purpose, 2. structures information and ideas in a way that is mostly appropriate to the specified format, 3. often documents sources of information using a recognized convention. |  |
| 7-8 | The student:   1. communicates information and ideas effectively and accurately by using a style that is completely appropriate to the audience and purpose, 2. structures information and ideas in a way that is completely appropriate to the specified format, 3. consistently documents sources of information using a recognized convention. |  |

**Criterion D: Thinking Critically**

|  |  |  |
| --- | --- | --- |
| **Achievement Level** | **Level Descriptor** | **Task-Specific Clarification** |
| 0 | The student does not reach a standard described by any of the descriptors below. | **Add your own expectations here!** |
| 1-2 | The student:   1. analyses concepts, issues, models, visual representation and theories to a limited extent, 2. summarizes information to a limited extent to make arguments, 3. describes a limited number of sources/data in terms of origin and purpose and recognizes few values and limitation, 4. identifies different perspectives and minimal implications. |  |
| 3-4 | The student:   1. analyses concepts, issues, models, visual representation and theories, 2. summarizes information to make arguments, 3. analyses and/or evaluates sources/data in terms of origin and purpose, recognizing some values and limitations, 4. interprets different perspectives and some of their implications. |  |
| 5-6 | The student:   1. discusses concepts, issues, models, visual representation and theories, 2. synthesizes information to make valid arguments, 3. effectively analyses and evaluates a range of sources/data in terms of origin and purpose, recognizing values and limitations, 4. interprets different perspectives and their implications. |  |
| 7-8 | The student:   1. completes a detailed discussion of concepts, issues, models, visual representation and theories, 2. synthesizes information to make valid, well-supported arguments, 3. effectively analyses and evaluates a wide range of sources/data in terms of origin and purpose, recognizing values and limitations, 4. thoroughly interprets a range of different perspectives and their implications. |  |