

Sustainable Agriculture In Ethiopia

A Orientation Activity: Defining “sustainable agriculture”

Before reading the article, let’s take a look at what geographers mean by “sustainable agriculture”. To start, here’s a basic definition.

Sustainable agriculture is “a method of agriculture that attempts to ensure the profitability of farms while preserving the environment”.

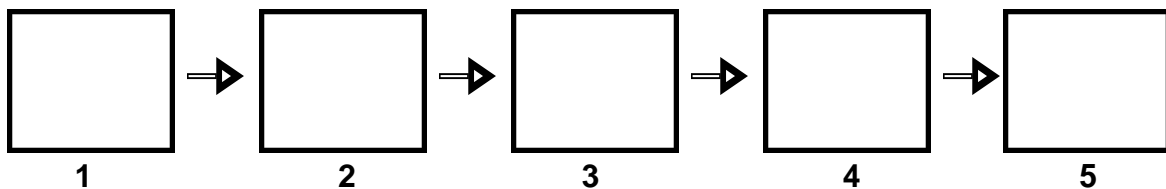
The definition is linked to the root verb, “to sustain”, which means “to maintain” or “to keep in existence”. Without “sustainable agriculture”, the existence of millions of people is literally at risk.

With a partner, match each of the following situations with one or more of the following possible agricultural outcomes:

loss of plant life and soil nutrients / erosion / poor harvests / famine / loss of livestock / hunger / migration

1. Planting the same crop year after year in a field
2. Overusing pesticides and fertilizers
3. Cutting down trees from hillsides to provide firewood
4. Many years of drought
5. Not using any fertilizers at all

Now, create a cause and effect diagram in which you place five out of any of the ten practices and/or outcomes in an order that show causality. Share, compare and discuss your diagram with a partner. A variety of combinations in responses are possible.



Climate change, unwise agricultural practices and economic hardship all contributed to a crisis in agriculture in the Horn of Africa which resulted in massive loss of life in the 1980’s. Ethiopia was one of the countries hardest hit by the resulting disaster.

B Terms and Terminology

Read the article, “Sustainable Agriculture in Ethiopia”. From the context of the reading, create your own definition for each of the following terms. Then check your answer by referring to a dictionary and/or discussing with a partner.

- | | | |
|---------------------------|---------------------------|----------------------------------|
| 1. drought-prone (par. 2) | 2. food secure (par. 5) | 3. rainwater-harvesting (par. 5) |
| 4. teff (par. 6) | 5. reforestation (par. 7) | 6. a breadbasket (par. 8) |

B Focus Article

Sustainable Agriculture in Ethiopia [DRAFT]

The African country of Ethiopia made international headlines in 1984-85 when drought-induced famine killed thousands of people. Around the world popular music groups and performers like U2, Bryan Adams and Paul McCartney came to Ethiopia's aid. They wrote songs like "Tears and not enough" and staged concerts to raise money for famine relief.

While food aid is important to impoverished, drought-prone countries like Ethiopia, of greater importance is the capacity to grow food in a sustainable manner. This is a particular challenge in Ethiopia where in many places the soil is thin and water for irrigation is scarce. But Ethiopians, contrary to what we might think, are not merely the unfortunate victims of natural disasters. They are a proud, accomplished people and do not want to be dependent on foreign handouts.

"Food aid may save the life of people for the time being, but it's not a permanent solution," said Balachew Tiksie, a. Ethiopian water and soil conservation project coordinator. We need to engage in sustainable agriculture and become self-sufficient in food, he added.

Ethiopians' commitment to sustainable agriculture and food self-sufficiency is a matter of pride. Despite barren soil conditions, crops are still coaxed to grow. Wherever you look there is evidence of a country where people are using everything at their disposal to try and dig themselves out of poverty. It's an effort supported by the Ethiopian government. In his 2006 budgetary speech to parliament, Prime Minister Meles Zenawi stressed the government's priority on rural and agricultural development.

Ethiopia didn't always suffer from food scarcities. It was once known as Africa's bread-basket and produced food for export. Ethiopians are competent and successful farmers. Changing weather patterns, insufficient rainwater-harvesting practices and deforestation have resulted in eroding hillsides, poor soil conditions and the loss of millions of tons of soil. Ethiopians are trying to make their country food secure once again by drawing on their natural ingenuity, determination and resourcefulness.

The Ethiopian government is supporting rural development projects designed to help farmers improve food production. For example, it is helping farmers divert water from rivers to irrigate crops. Asa Fough, an Ethiopian farmer, said that most of the moisture farmers require to grow a crop comes in the form of rain, and they were lucky if they could harvest a crop a year. Now, thanks to a river water diversion scheme, farmers in his part of the Afar region can raise as many as three harvests a year. The crops include the traditional staple foodgrains sorghum and teff but also onions, tomatoes, carrots and other cash crops. They not only improve people's nutrition, they also serve as a means to earn extra money at weekly markets. That money is used to buy necessities such as an ox for plowing or clothes and to send children to school. "Now our living

standards are improved,” Fough said. “And because of this nutrition, our health has improved.”

Reforestation is also needed, to stabilize the hillsides and replenish the soil of nutrients. Seeds are planted in small polyethylene tubes that have been filled with compost. Members of the community make 300 such seedling packages a day, water them for one week, and then the plants are planted. Slowly Ethiopia’s once-great forests are being replenished.

Although Ethiopia is working toward food self-sufficiency, the country still needs help from the developed world. Organizations like the Canadian Foodgrains Bank (CFGB) are supporting Ethiopian farmers’ efforts to make food security a reality. The CFGB is working with 16 different Ethiopian non-governmental agencies to address some of the development needs of the country and, at the same time, provide food aid when it is needed. But it is critical to listen to Ethiopia’s farmers, the CFGB says. They know best what needs to be done to make Ethiopia a breadbasket again.

ENDNOTES

This article is based on a story appearing on the website of the Canadian Foodgrains Bank (<http://www.foodgrainsbank.ca>).

“Tears Are Not Enough” was a 1985 charity single recorded by a supergroup of Canadian artists, under the name Northern Lights, to raise funds for famine relief in Ethiopia.

“Food secure” is the internationally recognized term that means a population is free from hunger.

C Guided Reading Organizer: Facts and Figures

Summarize what you learned from the Focus Article, *Sustainable Agriculture in Ethiopia*, under the following subheadings:

1. Famine relief
2. The reasons why agriculture in Ethiopia has been challenged
3. How Ethiopians are solving their agricultural challenges
4. Signs of hope in Ethiopia
5. The role of the International Community

D Inferring Meaning

Explain in your own words what each of the following quotations from the article means to you. What do these quotations reveal about the author's "point of view"?

1. "This [growing food in a sustainable manner] is a particular challenge in Ethiopia where *in many places the soil is thin and water for irrigation is scarce.*" (par. 2)
2. "Food aid may save the life of people for the time being, but *it's not a permanent solution.*" (par. 3)
3. "Reforestation is also needed, *to stabilize the hillsides and replenish the soil of nutrients.*" (par. 7)
4. "...Ethiopia is working toward *food self-sufficiency.*" (par. 8)

E Searching for Solutions

1. The last two lines of the article carry a warning to the world regarding the delivery of aid. What do you think the author means?

"But it is critical to listen to Ethiopia's farmers, the CFGF says. They know best what needs to be done to make Ethiopia a breadbasket again."

2. **Enrichment:** Navigate to the Peace Corps website at peacecorpsonline.org and read, *University of Denver: Developing an Agricultural Development Project in Ethiopia: Project Design, Bureaucracy and Professional Ethics by Ethiopia RPCV* (June 14, 2003) by Professor Gene Ellis. Find examples in this reading that justify the final two lines from "*Sustainable Agriculture in Ethiopia*".

Reading and Responding to the Focus Article

Sustainable Agriculture in Ethiopia

Junior-Intermediate Rubric

Student's name _____

Criteria for Evaluation	Level 1	Level 2	Level 3	Level 4
Reading Read and demonstrate an understanding of informational texts, using a range of strategies to construct meaning.	Reads and demonstrates an understanding of the article Sustainable Agriculture in Ethiopia, using a range of strategies with limited effectiveness.	Reads and demonstrates an understanding of the article Sustainable Agriculture in Ethiopia, using a range of strategies with some effectiveness.	Reads and demonstrates an understanding of the article Sustainable Agriculture in Ethiopia, using a range of strategies with considerable effectiveness.	Reads and demonstrates an understanding of the article Sustainable Agriculture in Ethiopia, using a range of strategies with thorough effectiveness.
Writing Generate, gather, and organize ideas and information to write for an intended purpose and audience.	Generates, gathers and organizes ideas and information to write to discuss the article, Sustainable Agriculture in Ethiopia with limited effectiveness.	Generates, gathers and organizes ideas and information to write to discuss the article, Sustainable Agriculture in Ethiopia with some effectiveness.	Generates, gathers and organizes ideas and information to write to discuss the article, Sustainable Agriculture in Ethiopia with considerable effectiveness.	Generates, gathers and organizes ideas and information to write to discuss the article, Sustainable Agriculture in Ethiopia with thorough effectiveness.
Geography (1) Locate relevant information from a variety of primary and secondary sources.	Locates relevant information from a variety of primary and secondary sources with limited effectiveness.	Locates relevant information from a variety of primary and secondary sources with some effectiveness.	Locates relevant information from a variety of primary and secondary sources with considerable effectiveness.	Locates relevant information from a variety of primary and secondary sources with thorough effectiveness.
Geography (2) Use a variety of geographic representations, resources, tools, and technologies to gather, process, and communicate geographic information about patterns in human geography.	Uses the focus article to gather, process and communicate geographic information about patterns in human geography connected to the sustainable Agriculture with limited effectiveness.	Uses the focus article to gather, process and communicate geographic information about patterns in human geography connected to sustainable Agriculture with some effectiveness.	Uses the focus article to gather, process and communicate geographic information about patterns in human geography connected to sustainable Agriculture with considerable effectiveness.	Uses the focus article to gather, process and communicate geographic information about patterns in human geography connected to sustainable Agriculture with thorough effectiveness.
Science * examine how weather forecasts influence decisions about human activity and how humans have adapted to weather conditions. (5) * examine how humans use resources from the earth's different water systems and identify the factors involved in managing these resources for sustainability. (8)	Check one: From the article, shows understanding of ___ how weather forecasts influence decisions about human activity and how humans have adapted to weather conditions. ___ how humans use resources from the earth's different water systems; identifies factors involved in managing resources for sustainability.	Check one: From the article, shows understanding of ___ how weather forecasts influence decisions about human activity and how humans have adapted to weather conditions. ___ how humans use resources from the earth's different water systems; identifies factors involved in managing resources for sustainability	Check one: From the article, shows understanding of ___ how weather forecasts influence decisions about human activity and how humans have adapted to weather conditions. ___ how humans use resources from the earth's different water systems; identifies factors involved in managing resources for sustainability	Check one: From the article, shows understanding of ___ how weather forecasts influence decisions about human activity and how humans have adapted to weather conditions. ___ how humans use resources from the earth's different water systems; identifies factors involved in managing resources for sustainability

Reading and Responding to the Focus Article

Sustainable Agriculture in Ethiopia

Secondary School Rubric

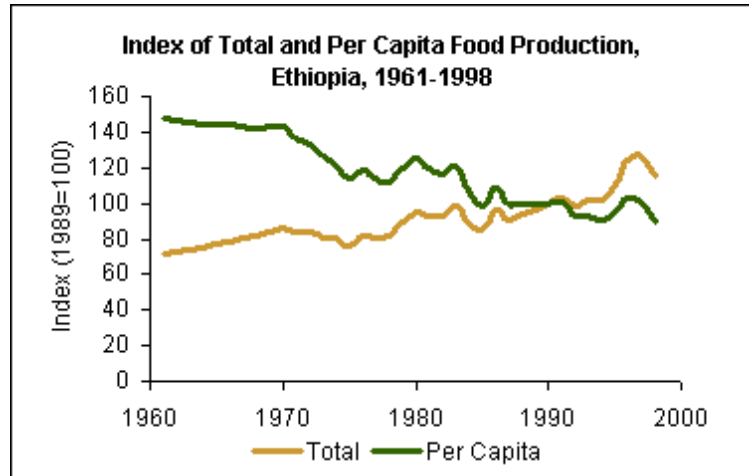
Student's name _____

Criteria for Evaluaton	Level 1	Level 2	Level 3	Level 4
Reading (1) Read and demonstrate an understanding of a variety of literary and informational texts, from contemporary and historical periods.	Reads and demonstrates an understanding of the focus article on Sustainable Agriculture in Ethiopia with limited excellence.	Reads and demonstrates an understanding of the focus article on Sustainable Agriculture in Ethiopia with some effectiveness.	Reads and demonstrates an understanding of the focus article on Sustainable Agriculture in Ethiopia with considerable effectiveness.	Reads and demonstrates an understanding of the focus article on Sustainable Agriculture in Ethiopia with thorough effectiveness.
Reading (2) Use knowledge of vocabulary and language conventions to speak, write, and read competently using a level of language appropriate to the purpose and audience.	Uses knowledge of vocabulary and language conventions to speak, write and read competently using a level of language appropriate to discuss the focus article on with limited effectiveness.	Uses knowledge of vocabulary and language conventions to speak, write and read competently using a level of language appropriate to the purpose and audience with some effectiveness.	Uses knowledge of vocabulary and language conventions to speak, write and read competently using a level of language appropriate to the purpose and audience with considerable effectiveness.	Uses knowledge of vocabulary and language conventions to speak, write and read competently using a level of language appropriate to the purpose and audience with thorough effectiveness.
Writing Use a variety of organizational techniques to present ideas and supporting details logically and coherently in written work.	Uses a variety of organizational techniques to present ideas and supporting details logically and coherently in written work to discuss the focus article with limited effectiveness.	Uses a variety of organizational techniques to present ideas and supporting details logically and coherently in written work to discuss the focus article with some effectiveness.	Uses a variety of organizational techniques to present ideas and supporting details logically and coherently in written work to discuss the focus article with considerable effectiveness.	Uses a variety of organizational techniques to present ideas and supporting details logically and coherently in written work to discuss the focus article with thorough effectiveness.
Geography (1) Communicate the results of geographic inquiries, using appropriate terms and concepts and a variety of forms and techniques.	Communicates the results of geographic inquiries based on the article, using appropriate terms and concepts and a variety of forms and techniques with limited effectiveness.	Communicates the results of geographic inquiries based on the article, using appropriate terms and concepts and a variety of forms and techniques with some effectiveness.	Communicates the results of geographic inquiries based on the article, , using appropriate terms and concepts and a variety of forms and techniques with considerable effectiveness.	Communicates the results of geographic inquiries based on the article, using appropriate terms and concepts and a variety of forms and techniques with thorough effectiveness.
Geography (2) Evaluate the effectiveness of short-term and long-term solutions to geographic problems and issues at the local, national, and global level.	Evaluates the effectiveness of short-term and long-term solutions to geographic problems and issues surrounding sustainable agriculture at the local, national, and global level with limited effectiveness.	Evaluates the effectiveness of short-term and long-term solutions to geographic problems and issues surrounding sustainable agriculture at the local, national, and global level with some effectiveness.	Evaluates the effectiveness of short-term and long-term solutions to geographic problems and issues surrounding sustainable agriculture at the local, national, and global level with considerable effectiveness.	Evaluates the effectiveness of short-term and long-term solutions to geographic problems and issues surrounding sustainable agriculture at the local, national, and global level with thorough effectiveness.

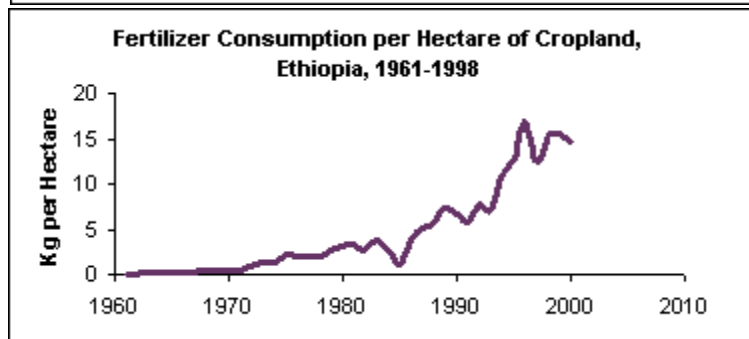
F Sustainable Agriculture in Ethiopia: The Story Through The Data

Examine the three graphs from the *World Resources Institute, Earthtrends* page, and explain how they enhance your understanding of the importance of “sustainable agriculture” for Ethiopia.

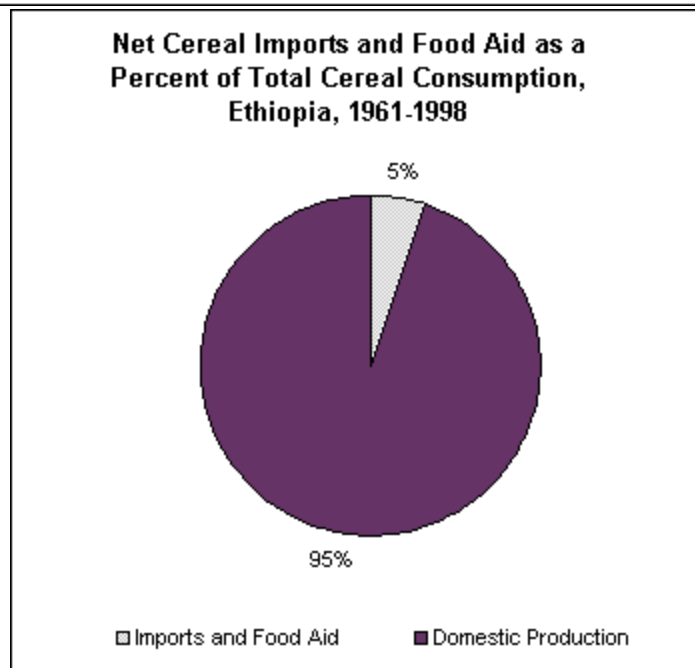
Interpretation of Graph 1



Interpretation of Graph 2



Interpretation of Graph 3



What the three graphs suggest overall

G Extensions and Personal Response: (Junior / Intermediate Objectives)

For each of the following challenges, you will be able to demonstrate your acquisition of knowledge and synthesis of ideas that connect the challenge of Sustainable Agriculture in Ethiopia to broader questions regarding delivery of aid, global warming, and ethical practices in trade. For each challenge, submit a copy of the appropriate Reporting Back Rubric with your assignment. Be sure to examine the rubric before starting to make sure you will address the objectives for the key curriculum areas that the assignment includes.

Reading, Writing, Science, Geography, Media

1. **Global Warming:** Do the actions and lifestyle choices in the developed world impact on countries in the developing world? Discuss in essay form by making reference to what you know about Global Warming, its causes and the effects it has here in Canada and in Ethiopia. (Read the article of Nov. 9, 2006: **Impoverished Africa Shudders Under Global Warming Threat** from **Terradaily News About Planet Earth** at <http://www.terraily.com/>. Compare it to a recent article on Global Warming in Canada by doing an internet search. Type in the key words: Global Warming Canada and identify a news article that looks at the issue from a Canadian perspective. Be prepared to lead a class discussion on this topic.
2. **To Give Or Not To Give—That Is The Question:** Is International development AID a choice or an obligation? Discuss in your group with regard to what you know about the causes and results of Global Warming. Be prepared to contribute your views to a full class discussion of this topic. (Essay response may be required to summarize.)
3. **Where Did My Cup Of Coffee Come From?** Did you know that Ethiopia is one of the world's greatest coffee producers? Visit the **Fairtrade Foundation** website at <http://www.fairtrade.org.uk/> to understand the debate regarding fair pricing for coffee growers in the developing world. Compare and contrast the origins of 3 popular sources of coffee. Investigate a supermarket shelf brand and one or two specialty coffee houses. Find out the country of origin of your favourite brew. Discover whether the marketing company has a mission statement connected to sustainable agriculture and/or fair trade practices. Make a visual display to report on your findings to present to the class.

Reading, Writing, Science, Geography, Media , Drama, Music

4. **Good News Report:** Visit the website of the **Ethiopian Institute of Agricultural Research** at <http://www.eiar.gov.et/> and navigate to the **News and Events** page. Find out what Ethiopians are doing to make their world a better place. In a small group of 2 or 3, create a newscast to deliver some *Good News*. Include, of course, the weather report for today, as well as a short and long range forecast. Check out the **BBC Weather Centre**. You will find a 5 day forecast as well as a description of weather in general in Ethiopia which should allow you to create your own long range forecast. Rehearse with your group to present an upbeat radio cast. Consider adding music and some of the latest contemporary news. Visit "**Addislive**" at <http://www.addislive.com/> for continuous online broadcast direct from Ethiopia and for the top tunes today in Ethiopia!
5. **Lyric Legacy:** Many of our folk songs rightly lament the world's neglect of the poor and the disenfranchised of the world. While performers like **U2**, **Bryan Adams**, **Paul McCartney** and **Bob Geldorf** have championed the cause of the drought-stricken and starving peoples, their massive concert tours have also eclipsed the commitment of local people living in disaster areas and Non governmental organizations that have steadfastly worked to find solutions to their problems. Go online and discover a project in Ethiopia that has worked in the area of agricultural development. Take a tune that you enjoy and write your own lyrics to celebrate the work that is being done in the project work you examine. Better yet, find an Ethiopian tune! Design the jacket for your album, and perform your creation solo or in a group.

Reading, Writing, Science, Geography, Media

6. **Picture Perfect:** Create a PowerPoint Presentation to illustrate what “sustainable agriculture” means in the context of Ethiopia. Do an Image Web Search by using the key words “sustainable agriculture in Ethiopia”. Create your own captions and explanations to complete the project. Be sure to include a bibliography that acknowledges the sites from which you collected the images.

Reading, Writing, Science, Geography, Media, Visual Arts

7. **Diorama:** Create a diorama to illustrate the challenge of sustainable agriculture through the Ethiopian expression, *“When the webs of the spider join, they can trap a lion”*. Add appropriate captions to make your points.

G Extensions and Personal Response: (Secondary School Objectives)

For each of the following challenges, you will be able to demonstrate your acquisition of knowledge and synthesis of ideas that connect the challenge of Sustainable Agriculture in Ethiopia to broader questions regarding delivery of aid, global warming, and ethical practices in trade. For each challenge, submit a copy of the appropriate Reporting Back Rubric with your assignment. Be sure to examine the rubric before starting to make sure you will address the objectives for the key curriculum areas that the assignment includes.

Almost all of the topics below have relevance to the following curriculum areas:

Reading, Writing, Language, Science, Geography, Media, Business, Food and Nutrition, History, Communications and Technology, Anthropology, Psychology and Sociology, Economics, and Politics

Challenges which include an “arts-based” dimension (Music, Visual Arts, Drama) are highlighted separately.

1. **Global Warming:** Do the actions and lifestyle choices in the developed world impact on countries in the developing world? Discuss in essay form by making reference to what you know about Global Warming, its causes and the effects it has here in Canada and in Ethiopia. (Read the article of Nov. 9, 2006: ***Impoverished Africa Shudders Under Global Warming Threat*** from **Terradaily News About Planet Earth** at <http://www.terraily.com/>. Compare it to a recent article on Global Warming in Canada by doing an internet search. Type in the key words: Global Warming Canada and identify a news article that looks at the issue from a Canadian perspective. Be prepared to lead a class discussion on this topic.
2. **To Give Or Not To Give—That Is The Question:** Is International development AID a choice or an obligation? Discuss in essay form with regard to what you know about the causes and results of Global Warming. Be prepared to lead a class discussion on this topic.
3. **Where Did My Cup Of Coffee Come From?** Did you know that Ethiopia is one of the world’s greatest coffee producers? Visit the **Fairtrade Foundation** website at <http://www.fairtrade.org.uk/> to understand the debate regarding fair pricing for coffee growers in the developing world. Compare and contrast the origins of 3 popular sources of coffee. Investigate a supermarket shelf brand and one or two specialty coffee houses. Find out the country of origin of your favourite brew. Discover whether the marketing company has a mission statement connected to sustainable agriculture and/or fair trade practices. Make a visual display to report on your findings to present to the class.

The following also include outcomes for Drama and Music

4. **Good News Report:** Visit the website of the **Ethiopian Institute of Agricultural Research** at <http://www.eiar.gov.et/> and navigate to the **News and Events** page. Find out what Ethiopians are doing to make their world a better place. In a small group of 2 or 3, create a newscast to deliver some *Good News*. Include, of course, the weather report for today, as well as a short and long range forecast. Check out the **BBC Weather Centre**. You will find a 5 day forecast as well as a description of weather in general in Ethiopia which should allow you to create your own long range forecast. Rehearse with your group to present an upbeat radio cast. Consider adding music and some of the latest contemporary news. Visit “**Addislive**” at <http://www.addislive.com/> for continuous online broadcast direct from Ethiopia and for the top tunes today in Ethiopia! You may request the “Good News” graphic organizer to help plan your piece.
5. **Lyric Legacy:** Many of our folk songs rightly lament the world’s neglect of the poor and the disenfranchised of the world. While performers like **U2, Bryan Adams, Paul McCartney** and **Bob Geldorf** have

championed the cause of the drought-stricken and starving peoples, their massive concert tours have also eclipsed the commitment of local people living in disaster areas and Non governmental organizations that have steadfastly worked to find solutions to their problems. Go online and discover a project in Ethiopia that has worked in the area of agricultural development. Take a tune that you enjoy and write your own lyrics to celebrate the work that is being done in the project work you examine. Better yet, find an Ethiopian tune! Design the jacket for your album, and perform your creation solo or in a group.

The following presents a particular focus on Media

6. **Picture Perfect:** Create a PowerPoint Presentation to illustrate what “sustainable agriculture” means in the context of Ethiopia. Do an Image Web Search by using the key words “sustainable agriculture in Ethiopia”. Create your own captions and explanations to complete the project. Be sure to include a bibliography that acknowledges the sites from which you collected the images.

The following presents a particular focus on Media and Visual Arts

7. **Diorama:** Create a diorama to illustrate the challenge of sustainable agriculture through the Ethiopian expression, *“When the webs of the spider join, they can trap a lion”*. Add appropriate captions to make your points.

Good News Graphic Organizer

From the reading, identify the main points and key supporting facts.
Be sure the 5 W's (Who, Where, Why, When, How) are included in your responses.

Main Point	Main Point	Main Point
Key Supporting Facts	Key Supporting Facts	Key Supporting Facts

Why this is a Good News Story for Ethiopia

My News Report

Catchy Opening Sentence

Summary of the Story Stating Main Points and Important Supporting Detail

Upbeat conclusion, indicating how this story is a Good News Story for Ethiopia.

Reporting Back on Sustainable Agriculture in Ethiopia

Junior-Intermediate Rubric

Challenge: _____

Student's name _____

Criteria	Level 1	Level 2	Level 3	Level 4
Reading Read and demonstrate an understanding of informational texts, using a range of strategies to construct meaning.	Reads and demonstrates an understanding of informational texts, using a range of strategies with limited effectiveness.	Reads and demonstrates an understanding of informational texts, using a range of strategies with some effectiveness.	Reads and demonstrates an understanding of informational texts, using a range of strategies with considerable effectiveness.	Reads and demonstrates an understanding of informational texts, using a range of strategies with thorough effectiveness.
Writing Generate, gather, and organize ideas and information to write for an intended purpose and audience.	Generates, gathers and organizes ideas and information to write for an intended purpose and audience with limited effectiveness.	Generates, gathers and organizes ideas and information to write for an intended purpose and audience with some effectiveness.	Generates, gathers and organizes ideas and information to write for an intended purpose and audience with considerable effectiveness.	Generates, gathers and organizes ideas and information to write for an intended purpose and audience with thorough effectiveness.
Oral communication Listen in order to understand and respond appropriately in a variety of situations for a variety of purposes.	Listens to understand and responds appropriately during class discussions based on the Extension Research Challenges; orally presents his/her research for discussion with limited effectiveness.	Listens to understand and responds appropriately during class discussions based on the Extension Research Challenges; orally presents his/her research for discussion with some effectiveness.	Listens to understand and responds appropriately during class discussions based on the Extension Research Challenges; orally presents his/her research for discussion with considerable effectiveness.	Listens to understand and responds appropriately during class discussions based on the Extension Research Challenges; orally presents his/her research for discussion with thorough effectiveness.
Geography (1) Locate relevant information from a variety of primary and secondary sources. (8)	Locates relevant information from a variety of primary and secondary sources with limited effectiveness.	Locates relevant information from a variety of primary and secondary sources with some effectiveness.	Locates relevant information from a variety of primary and secondary sources with considerable effectiveness.	Locates relevant information from a variety of primary and secondary sources with thorough effectiveness.
Geography (2) Use a variety of geographic representations, resources, tools, and technologies to gather, process, and communicate geographic information about patterns in human geography. (8)	Uses a variety of geographic resources, tools and technologies to gather, process and communicate geographic information about patterns in human geography with limited effectiveness.	Uses a variety of geographic resources, tools and technologies to gather, process and communicate geographic information about patterns in human geography with some effectiveness.	Uses a variety of geographic resources, tools and technologies to gather, process and communicate geographic information about patterns in human geography with considerable effectiveness.	Uses a variety of geographic resources, tools and technologies to gather, process and communicate geographic information about patterns in human geography with thorough effectiveness.
Language: Media Literacy (4-8) Demonstrate an understanding of a variety of media texts; identify some media forms and explain how the conventions and techniques associated with them are used to create meaning.	Demonstrates an understanding of media texts, identifies some media forms and explains how the conventions and techniques associated with them are used to create meaning with limited effectiveness.	Demonstrates an understanding of media texts, identifies some media forms and explains how the conventions and techniques associated with them are used to create meaning with some effectiveness.	Demonstrates an understanding of media texts, identifies some media forms and explains how the conventions and techniques associated with them are used to create meaning with considerable effectiveness.	Demonstrates an understanding of media texts, identifies some media forms and explains how the conventions and techniques associated with them are used to create meaning with thorough effectiveness.
Science * examine how weather forecasts influence decisions about human activity and how humans have adapted to weather conditions. (5) * examine how humans use resources from the earth's different water systems and identify the factors involved in managing these resources for sustainability. (8)	Check one: ___Examines how weather forecasts influence decisions about human activity and how humans have adapted to weather conditions. ___ Examine how humans use resources from the earth's different water systems; identifies factors involved in managing resources for sustainability.	Check one: ___Examines how weather forecasts influence decisions about human activity and how humans have adapted to weather conditions. ___ Examine how humans use resources from the earth's different water systems; identifies factors involved in managing resources for sustainability	Check one: ___Examines how weather forecasts influence decisions about human activity and how humans have adapted to weather conditions. ___ Examine how humans use resources from the earth's different water systems; identifies factors involved in managing resources for sustainability	Check one: ___Examines how weather forecasts influence decisions about human activity and how humans have adapted to weather conditions. ___ Examine how humans use resources from the earth's different water systems; identifies factors involved in managing resources for sustainability

Reporting Back on Sustainable Agriculture in Ethiopia

Secondary Rubric 1

Challenge: _____

Student's name _____

Criteria	Level 1	Level 2	Level 3	Level 4
Reading (1) Read and demonstrate an understanding of a variety of literary and informational texts, from contemporary and historical periods.	Reads and demonstrates an understanding of informational texts from contemporary periods with limited excellence.	Reads and demonstrates an understanding of informational texts from contemporary periods with some effectiveness.	Reads and demonstrates an understanding of informational texts from contemporary periods with considerable effectiveness.	Reads and demonstrates an understanding of informational texts from contemporary periods with thorough effectiveness.
Reading (2) Use knowledge of vocabulary and language conventions to speak, write, and read competently using a level of language appropriate to the purpose and audience	Uses knowledge of vocabulary and language conventions to speak, write and read competently using a level of language appropriate to the purpose and audience with limited effectiveness.	Uses knowledge of vocabulary and language conventions to speak, write and read competently using a level of language appropriate to the purpose and audience with some effectiveness.	Uses knowledge of vocabulary and language conventions to speak, write and read competently using a level of language appropriate to the purpose and audience with considerable effectiveness.	Uses knowledge of vocabulary and language conventions to speak, write and read competently using a level of language appropriate to the purpose and audience with thorough effectiveness.
Writing Use a variety of organizational techniques to present ideas and supporting details logically and coherently in written work	Uses a variety of organizational techniques to present ideas and supporting details logically and coherently in written work with limited effectiveness.	Uses a variety of organizational techniques to present ideas and supporting details logically and coherently in written work with some effectiveness.	Uses a variety of organizational techniques to present ideas and supporting details logically and coherently in written work with considerable effectiveness.	Uses a variety of organizational techniques to present ideas and supporting details logically and coherently in written work with thorough effectiveness.
Language Use listening techniques and oral communication skills to participate in classroom discussions and reporting/presenting, for specific purposes and audiences.	Uses listening techniques and oral communication skills to participate in classroom discussions and reporting/presenting, for groups and full class discussions based on the Extension Research Challenges with limited effectiveness.	Uses listening techniques and oral communication skills to participate in classroom discussions and reporting/presenting, for groups and full class discussions based on the Extension Research Challenges with some effectiveness.	Uses listening techniques and oral communication skills to participate in classroom discussions and reporting/presenting, for groups and full class discussions based on the Extension Research Challenges with considerable effectiveness.	Uses listening techniques and oral communication skills to participate in classroom discussions and reporting/presenting, for groups and full class discussions based on the Extension Research Challenges with thorough effectiveness.
Geography * explain how natural and human systems change over time and from place to place (9) * analyse the causes and consequences of climate change (11) * analyse various types of regional economies to determine the causes of regional economic disparities (12: various courses) * assess the effectiveness of measures to alleviate regional economic disparities and resolve conflicts related to them. (12: various courses)	<i>With reference to the challenge of sustainable agriculture,</i> Check as appropriate: ___ explains how natural and human systems change over time and from place to place (9) ___ analyses the causes and consequences of climate change (11) ___ analyses various types of regional economies to determine the causes of regional economic disparities (12) ___ assesses the effectiveness of measures to alleviate regional economic disparities and resolve conflicts related to them (12) with limited effectiveness.	<i>With reference to the challenge of sustainable agriculture,</i> Check as appropriate: ___ explains how natural and human systems change over time and from place to place (9) ___ analyses the causes and consequences of climate change (11) ___ analyses various types of regional economies to determine the causes of regional economic disparities (12) ___ assesses the effectiveness of measures to alleviate regional economic disparities and resolve conflicts related to them (12) with some effectiveness.	<i>With reference to the challenge of sustainable agriculture,</i> Check as appropriate: ___ explains how natural and human systems change over time and from place to place (9) ___ analyses the causes and consequences of climate change (11) ___ analyses various types of regional economies to determine the causes of regional economic disparities (12) ___ assesses the effectiveness of measures to alleviate regional economic disparities and resolve conflicts related to them (12) with considerable effectiveness.	<i>With reference to the challenge of sustainable agriculture,</i> Check as appropriate: ___ explains how natural and human systems change over time and from place to place (9) ___ analyses the causes and consequences of climate change (11) ___ analyses various types of regional economies to determine the causes of regional economic disparities (12) ___ assesses the effectiveness of measures to alleviate regional economic disparities and resolve conflicts related to them (12) with thorough effectiveness.

Reporting Back on Sustainable Agriculture in Ethiopia

Secondary Rubric 2

Challenge: _____

Student's name _____

Criteria	Level 1	Level 2	Level 3	Level 4
<p>History</p> <p>* interpret and analyse information gathered through research, employing concepts and approaches appropriate to historical inquiry;</p> <p>* communicate the results of historical inquiries, using appropriate terms and concepts and a variety of forms of communication.</p>	<p>Check as appropriate:</p> <p>___ interprets and analyses information gathered through research, employing concepts and approaches appropriate to historical inquiry;</p> <p>___ communicates the results of historical inquiries, using appropriate terms and concepts and a variety of forms of communication</p> <p>- with limited effectiveness.</p>	<p>Check as appropriate:</p> <p>___ interprets and analyses information gathered through research, employing concepts and approaches appropriate to historical inquiry;</p> <p>___ communicates the results of historical inquiries, using appropriate terms and concepts and a variety of forms of communication</p> <p>- with some effectiveness.</p>	<p>Check as appropriate:</p> <p>___ interprets and analyses information gathered through research, employing concepts and approaches appropriate to historical inquiry;</p> <p>___ communicates the results of historical inquiries, using appropriate terms and concepts and a variety of forms of communication</p> <p>- with considerable effectiveness.</p>	<p>Check as appropriate:</p> <p>___ interprets and analyses information gathered through research, employing concepts and approaches appropriate to historical inquiry;</p> <p>___ communicates the results of historical inquiries, using appropriate terms and concepts and a variety of forms of communication</p> <p>- with thorough effectiveness.</p>
<p>Anthropology, Psychology and Sociology</p> <p>* identify social institutions common to many different cultures;</p> <p>* compare how selected social institutions function in a variety of cultures;</p>	<p>Check as appropriate:</p> <p>___ identifies social institutions common to many different cultures;</p> <p>___ compares how selected social institutions function in a variety of cultures</p> <p>- with limited effectiveness</p>	<p>Check as appropriate:</p> <p>___ identifies social institutions common to many different cultures;</p> <p>___ compares how selected social institutions function in a variety of cultures</p> <p>- with some effectiveness.</p>	<p>Check as appropriate:</p> <p>___ identifies social institutions common to many different cultures;</p> <p>___ compares how selected social institutions function in a variety of cultures</p> <p>- with considerable effectiveness.</p>	<p>Check as appropriate:</p> <p>___ identifies social institutions common to many different cultures;</p> <p>___ compares how selected social institutions function in a variety of cultures</p> <p>- with thorough effectiveness.</p>
<p>Economics</p> <p>* explain how the scarcity of economic resources requires individuals and societies to make economic choices; (11)</p> <p>analyse trends in labour markets. (11)</p> <p>* assess the ways in which, and the degree to which, people in Canada and other countries have become interdependent in the global economy; (12)</p> <p>* analyse the nature and functions of international economic institutions and their impact on the Canadian economy. (12)</p>	<p>Check as appropriate:</p> <p>___ * explains how the scarcity of economic resources requires individuals and societies to make economic choices; (11)</p> <p>___ * analyses trends in labour markets. (11)</p> <p>___ * assesses the ways in which, and the degree to which, people in Canada and other countries have become interdependent in the global economy; (12)</p> <p>___ * analyses the nature and functions of international economic institutions and their impact on the Canadian economy (12)</p> <p>- with limited effectiveness.</p>	<p>Check as appropriate:</p> <p>___ * explains how the scarcity of economic resources requires individuals and societies to make economic choices; (11)</p> <p>___ * analyses trends in labour markets. (11)</p> <p>___ * assesses the ways in which, and the degree to which, people in Canada and other countries have become interdependent in the global economy; (12)</p> <p>___ * analyses the nature and functions of international economic institutions and their impact on the Canadian economy (12)</p> <p>- with some effectiveness.</p>	<p>Check as appropriate:</p> <p>___ * explains how the scarcity of economic resources requires individuals and societies to make economic choices; (11)</p> <p>___ * analyses trends in labour markets. (11)</p> <p>___ * assesses the ways in which, and the degree to which, people in Canada and other countries have become interdependent in the global economy; (12)</p> <p>___ * analyses the nature and functions of international economic institutions and their impact on the Canadian economy (12)</p> <p>- with considerable effectiveness.</p>	<p>Check as appropriate:</p> <p>___ * explains how the scarcity of economic resources requires individuals and societies to make economic choices; (11)</p> <p>___ * analyses trends in labour markets. (11)</p> <p>___ * assesses the ways in which, and the degree to which, people in Canada and other countries have become interdependent in the global economy; (12)</p> <p>___ * analyses the nature and functions of international economic institutions and their impact on the Canadian economy (12)</p> <p>- with thorough effectiveness.</p>

Reporting Back on Sustainable Agriculture in Ethiopia

Secondary Rubric 3

Challenge: _____

Student's name _____

Criteria	Level 1	Level 2	Level 3	Level 4
<p>Politics (12) * explain the rights and responsibilities of individual citizens, groups, and states in the international community; * evaluate the effectiveness of short-term and long-term solutions to geographic problems and issues at the local, national, and global level. * evaluate the role of Canada and Canadians in the international community; * describe the structure and function of international intergovernmental and non-governmental organizations;</p> <p>Power, Influence and the Resolution of Differences * analyse how international organizations, the media, and technology are able to influence the actions of sovereign states;</p> <p>Values, Beliefs and Ideologies * compare the aspirations, expectations, and life conditions of people in developed and developing nations</p> <p>Power, Influence and the Resolution of Differences * analyse how international organizations, the media, and technology are able to influence the actions of sovereign states;</p> <p>Values, Beliefs and Ideologies * compare the aspirations, expectations, and life conditions of people in developed and developing nations</p>	<p>Check as appropriate:</p> <p>___ explains the rights and responsibilities of individual citizens, groups, and states in the international community; ___ evaluates the effectiveness of short-term and long-term solutions to geographic problems and issues at the local, national, and global level. ___ evaluates the role of Canada and Canadians in the international community; ___ describes the structure and function of international intergovernmental and non-governmental organizations;</p> <p>___ analyses how international organizations, the media, and technology are able to influence the actions of sovereign states;</p> <p>___ compares the aspirations, expectations, and life conditions of people in developed and developing nations</p> <p>___ analyses how international organizations, the media, and technology are able to influence the actions of sovereign states;</p> <p>___ compares the aspirations, expectations, and life conditions of people in developed and developing nations</p> <p>- with limited effectiveness.</p>	<p>Check as appropriate:</p> <p>___ explains the rights and responsibilities of individual citizens, groups, and states in the international community; ___ evaluates the effectiveness of short-term and long-term solutions to geographic problems and issues at the local, national, and global level. ___ evaluates the role of Canada and Canadians in the international community; ___ describes the structure and function of international intergovernmental and non-governmental organizations;</p> <p>___ analyses how international organizations, the media, and technology are able to influence the actions of sovereign states;</p> <p>___ compares the aspirations, expectations, and life conditions of people in developed and developing nations</p> <p>___ analyses how international organizations, the media, and technology are able to influence the actions of sovereign states;</p> <p>___ compares the aspirations, expectations, and life conditions of people in developed and developing nations</p> <p>- with some effectiveness.</p>	<p>Check as appropriate:</p> <p>___ explains the rights and responsibilities of individual citizens, groups, and states in the international community; ___ evaluates the effectiveness of short-term and long-term solutions to geographic problems and issues at the local, national, and global level. ___ evaluates the role of Canada and Canadians in the international community; ___ describes the structure and function of international intergovernmental and non-governmental organizations;</p> <p>___ analyses how international organizations, the media, and technology are able to influence the actions of sovereign states;</p> <p>___ compares the aspirations, expectations, and life conditions of people in developed and developing nations</p> <p>___ analyses how international organizations, the media, and technology are able to influence the actions of sovereign states;</p> <p>___ compares the aspirations, expectations, and life conditions of people in developed and developing nations</p> <p>- with considerable effectiveness.</p>	<p>Check as appropriate:</p> <p>___ explains the rights and responsibilities of individual citizens, groups, and states in the international community; ___ evaluates the effectiveness of short-term and long-term solutions to geographic problems and issues at the local, national, and global level. ___ evaluates the role of Canada and Canadians in the international community; ___ describes the structure and function of international intergovernmental and non-governmental organizations;</p> <p>___ analyses how international organizations, the media, and technology are able to influence the actions of sovereign states;</p> <p>___ compares the aspirations, expectations, and life conditions of people in developed and developing nations</p> <p>___ analyses how international organizations, the media, and technology are able to influence the actions of sovereign states;</p> <p>___ compares the aspirations, expectations, and life conditions of people in developed and developing nations</p> <p>- with thorough effectiveness.</p>

Reporting Back on Sustainable Agriculture in Ethiopia

Secondary Rubric 4

Challenge: _____

Student's name _____

Criteria	Level 1	Level 2	Level 3	Level 4
<p>Biology: Ecosystems and Human Activity (10) * demonstrate an understanding of ecosystems, including the relationship between ecological balance and the sustainability of life * analyze natural and human threats to a local ecosystem and propose viable solutions to restore ecological balance</p>	<p><i>With reference to the study of sustainable agriculture in Ethiopia,</i> Check as appropriate: ___ demonstrates an understanding of ecosystems, including the relationship between ecological balance and the sustainability of life ___ analyzes natural and human threats to a local ecosystem and propose viable solutions to restore ecological balance</p>	<p><i>With reference to the study of sustainable agriculture in Ethiopia,</i> Check as appropriate: ___ demonstrates an understanding of ecosystems, including the relationship between ecological balance and the sustainability of life ___ analyzes natural and human threats to a local ecosystem and propose viable solutions to restore ecological balance</p>	<p><i>With reference to the study of sustainable agriculture in Ethiopia,</i> Check as appropriate: ___ demonstrates an understanding of ecosystems, including the relationship between ecological balance and the sustainability of life ___ analyzes natural and human threats to a local ecosystem and propose viable solutions to restore ecological balance</p>	<p><i>With reference to the study of sustainable agriculture in Ethiopia,</i> Check as appropriate: ___ demonstrates an understanding of ecosystems, including the relationship between ecological balance and the sustainability of life ___ analyzes natural and human threats to a local ecosystem and propose viable solutions to restore ecological balance</p>
<p>Biology (11) * evaluate how the energy and nutritional needs of a population influence the development and use of plant science and technology.</p>	<p>___ evaluates how the energy and nutritional needs of a population influence the development and use of plant science and technology.</p>	<p>___ evaluates how the energy and nutritional needs of a population influence the development and use of plant science and technology.</p>	<p>___ evaluates how the energy and nutritional needs of a population influence the development and use of plant science and technology.</p>	<p>___ evaluates how the energy and nutritional needs of a population influence the development and use of plant science and technology.</p>
<p>Science: Earth and Space Science: Weather Dynamics (10) * investigate and analyze trends in local and global weather conditions to forecast local and global weather patterns</p>	<p>___ investigates and analyzes trends in local and global weather conditions to forecast local and global weather patterns</p>	<p>___ investigates and analyzes trends in local and global weather conditions to forecast local and global weather patterns</p>	<p>___ investigates and analyzes trends in local and global weather conditions to forecast local and global weather patterns</p>	<p>___ investigates and analyzes trends in local and global weather conditions to forecast local and global weather patterns</p>
<p>Human Impact on the Environment (11) * analyze some of the environmental, technological, and social factors that affect the sustainability of the human population on Earth.</p>	<p>___ analyzes some of the environmental, technological, and social factors that affect the sustainability of the human population on Earth</p> <p>with limited effectiveness.</p>	<p>___ analyzes some of the environmental, technological, and social factors that affect the sustainability of the human population on Earth</p> <p>with some effectiveness.</p>	<p>___ analyzes some of the environmental, technological, and social factors that affect the sustainability of the human population on Earth</p> <p>with considerable effectiveness.</p>	<p>___ analyzes some of the environmental, technological, and social factors that affect the sustainability of the human population on Earth</p> <p>with thorough effectiveness.</p>

Reporting Back on Sustainable Agriculture in Ethiopia Secondary Rubric 5

Challenge: _____

Student's name _____

Criteria	Level 1	Level 2	Level 3	Level 4
<p>FOOD AND NUTRITION Diversity, Interdependence and Global Connections</p> <p>* complete an investigation of current global issues related to food (e.g., food distribution, food shortages, gene manipulation), using current social science research methods (10)</p> <p>* identify the economic, political, and environmental factors that affect food production and supply throughout the world (12)</p>	<p>With reference to a study of sustainable agriculture in Ethiopia, check as appropriate:</p> <p>___ completes an investigation of current global issues related to food (e.g., food distribution, food shortages, gene manipulation), using current social science research methods (10)</p> <p>___ identifies the economic, political, and environmental factors that affect food production and supply throughout the world (12) with limited effectiveness.</p>	<p>With reference to a study of sustainable agriculture in Ethiopia, check as appropriate:</p> <p>___ completes an investigation of current global issues related to food (e.g., food distribution, food shortages, gene manipulation), using current social science research methods (10)</p> <p>___ identifies the economic, political, and environmental factors that affect food production and supply throughout the world (12) with some effectiveness.</p>	<p>With reference to a study of sustainable agriculture in Ethiopia, check as appropriate:</p> <p>___ completes an investigation of current global issues related to food (e.g., food distribution, food shortages, gene manipulation), using current social science research methods (10)</p> <p>___ identifies the economic, political, and environmental factors that affect food production and supply throughout the world (12) with considerable effectiveness.</p>	<p>With reference to a study of sustainable agriculture in Ethiopia, check as appropriate:</p> <p>___ completes an investigation of current global issues related to food (e.g., food distribution, food shortages, gene manipulation), using current social science research methods (10)</p> <p>___ identifies the economic, political, and environmental factors that affect food production and supply throughout the world (12) with thorough effectiveness.</p>

Reporting Back on Sustainable Agriculture in Ethiopia

Secondary Rubric 6

Challenge: _____

Student's name _____

Criteria	Level 1	Level 2	Level 3	Level 4
<p>Drama * interpret a variety of global sources (e.g., stories, photographs, music), using a wide range of dramatic forms (e.g., improvisation, storytelling) (9) * create drama through research or the interpretation of a source(10) * create and present an original or adapted dramatic work; (11) * design, create, and present drama, using an ensemble approach; (12)</p>	<p><i>To show knowledge of the issues and concerns surrounding sustainable agriculture</i> Check as appropriate: ___ interprets a variety of global sources using a wide range of dramatic forms (e.g., improvisation, storytelling) (9) ___ creates drama through research or the interpretation of a source(10) ___ creates and presents an original or adapted dramatic work; (11) ___ designs, creates, and presents drama, using an ensemble approach (12)</p>	<p><i>To show knowledge of the issues and concerns surrounding sustainable agriculture</i> Check as appropriate: ___ interprets a variety of global sources using a wide range of dramatic forms (e.g., improvisation, storytelling) (9) ___ creates drama through research or the interpretation of a source(10) ___ creates and presents an original or adapted dramatic work; (11) ___ designs, creates, and presents drama, using an ensemble approach (12)</p>	<p><i>To show knowledge of the issues and concerns surrounding sustainable agriculture</i> Check as appropriate: ___ interprets a variety of global sources using a wide range of dramatic forms (e.g., improvisation, storytelling) (9) ___ creates drama through research or the interpretation of a source(10) ___ creates and presents an original or adapted dramatic work; (11) ___ designs, creates, and presents drama, using an ensemble approach (12)</p>	<p><i>To show knowledge of the issues and concerns surrounding sustainable agriculture</i> Check as appropriate: ___ interprets a variety of global sources using a wide range of dramatic forms (e.g., improvisation, storytelling) (9) ___ creates drama through research or the interpretation of a source(10) ___ creates and presents an original or adapted dramatic work; (11) ___ designs, creates, and presents drama, using an ensemble approach (12)</p>
<p>Media Arts: Creation * use media arts concepts in own work; (11) * use media arts concepts in the production of media art works; (12) * use traditional and emerging technologies / procedures to create media art works; (11,12) * apply stages of creative process (e.g., researching, exploring, experimenting, executing, evaluating) to create art works individually and in groups; (11) * use / adapt stages of the creative process in individual /collective productions; (12) * use concepts and procedures that media arts shares with other arts when creating works of media art. (11) * choose concepts/ procedures from other art forms / other disciplines; apply them in their media works. (12) Analysis * evaluate aesthetic components of own and others' works of media art or productions, demonstrating an understanding of process of critical analysis. (11)</p>	<p>Media Arts: Creation ___ uses media arts concepts in own work; (11) ___ uses media arts concepts in the production of media art works; (12) ___ uses traditional and emerging technologies / procedures to create media art works; (11,12) ___ applies stages of creative process (e.g., researching, exploring, experimenting, executing, evaluating) to create art works individually and in groups; (11) ___ uses / adapts stages of the creative process in individual /collective productions; (12) ___ uses concepts and procedures that media arts shares with other arts when creating works of media art. (11) ___ chooses concepts/ procedures from other art forms / other disciplines; applies them in their media works. (12) Analysis ___ evaluates aesthetic components of own and others' works of media art or productions, demonstrating an understanding of process of critical analysis (11)</p>	<p>Media Arts: Creation ___ uses media arts concepts in own work; (11) ___ uses media arts concepts in the production of media art works; (12) ___ uses traditional and emerging technologies / procedures to create media art works; (11,12) ___ applies stages of creative process (e.g., researching, exploring, experimenting, executing, evaluating) to create art works individually and in groups; (11) ___ uses / adapts stages of the creative process in individual /collective productions; (12) ___ uses concepts and procedures that media arts shares with other arts when creating works of media art. (11) ___ chooses concepts/ procedures from other art forms / other disciplines; applies them in their media works. (12) Analysis ___ evaluates aesthetic components of own and others' works of media art or productions, demonstrating an understanding of process of critical analysis (11)</p>	<p>Media Arts: Creation ___ uses media arts concepts in own work; (11) ___ uses media arts concepts in the production of media art works; (12) ___ uses traditional and emerging technologies / procedures to create media art works; (11,12) ___ applies stages of creative process (e.g., researching, exploring, experimenting, executing, evaluating) to create art works individually and in groups; (11) ___ uses / adapts stages of the creative process in individual /collective productions; (12) ___ uses concepts and procedures that media arts shares with other arts when creating works of media art. (11) ___ chooses concepts/ procedures from other art forms / other disciplines; applies them in their media works. (12) Analysis ___ evaluates aesthetic components of own and others' works of media art or productions, demonstrating an understanding of process of critical analysis (11)</p>	<p>Media Arts: Creation ___ uses media arts concepts in own work; (11) ___ uses media arts concepts in the production of media art works; (12) ___ uses traditional and emerging technologies / procedures to create media art works; (11,12) ___ applies stages of creative process (e.g., researching, exploring, experimenting, executing, evaluating) to create art works individually and in groups; (11) ___ uses / adapts stages of the creative process in individual /collective productions; (12) ___ uses concepts and procedures that media arts shares with other arts when creating works of media art. (11) ___ chooses concepts/ procedures from other art forms / other disciplines; applies them in their media works. (12) Analysis ___ evaluates aesthetic components of own and others' works of media art or productions, demonstrating an understanding of process of critical analysis (11)</p>

Reporting Back on Sustainable Agriculture in Ethiopia

Secondary Rubric 7

Challenge: _____

Student's name _____

Criteria	Level 1	Level 2	Level 3	Level 4
<p>Communications and Technology Skills and processes</p> <p>* effectively plan, organize, direct, and control a variety of communications activities; (11) * use current technology and production skills to develop a process or a product in response to a communications challenge or problem; (11) * use effective techniques to carry out and document the steps in pre-production, production, and post-production; (11) * design and plan solutions to problems both individually and as members of a team;(12) * select and safely use the appropriate technologies and resources to solve problems in electronic, live, recorded, or graphic communications technology; (12)</p>	<p>Check as appropriate:</p> <p><i>To demonstrate understanding of Sustainable Agriculture in Ethiopia,</i></p> <p>___ effectively plans, organizes, directs, and controls a variety of communications activities; (11) ___ uses current technology and production skills to develop a process or a product in response to a communications challenge or problem; (11) ___ uses effective techniques to carry out and document the steps in pre-production, production, and post-production; (11) ___ designs and plans solutions to problems both individually and as members of a team;(12) ___ selects and safely uses the appropriate technologies and resources to solve problems in electronic, live, recorded, or graphic communications technology; (12)</p>	<p>Check as appropriate:</p> <p><i>To demonstrate understanding of Sustainable Agriculture in Ethiopia,</i></p> <p>___ effectively plans, organizes, directs, and controls a variety of communications activities; (11) ___ uses current technology and production skills to develop a process or a product in response to a communications challenge or problem; (11) ___ uses effective techniques to carry out and document the steps in pre-production, production, and post-production; (11) ___ designs and plans solutions to problems both individually and as members of a team;(12) ___ selects and safely uses the appropriate technologies and resources to solve problems in electronic, live, recorded, or graphic communications technology; (12)</p>	<p>Check as appropriate:</p> <p><i>To demonstrate understanding of Sustainable Agriculture in Ethiopia,</i></p> <p>___ effectively plans, organizes, directs, and controls a variety of communications activities; (11) ___ uses current technology and production skills to develop a process or a product in response to a communications challenge or problem; (11) ___ uses effective techniques to carry out and document the steps in pre-production, production, and post-production; (11) ___ designs and plans solutions to problems both individually and as members of a team;(12) ___ selects and safely uses the appropriate technologies and resources to solve problems in electronic, live, recorded, or graphic communications technology; (12)</p>	<p>Check as appropriate:</p> <p><i>To demonstrate understanding of Sustainable Agriculture in Ethiopia,</i></p> <p>___ effectively plans, organizes, directs, and controls a variety of communications activities; (11) ___ uses current technology and production skills to develop a process or a product in response to a communications challenge or problem; (11) ___ uses effective techniques to carry out and document the steps in pre-production, production, and post-production; (11) ___ designs and plans solutions to problems both individually and as members of a team;(12) ___ selects and safely uses the appropriate technologies and resources to solve problems in electronic, live, recorded, or graphic communications technology; (12)</p>
<p>Media Studies</p> <p>Analyse media representations to describe their content, identify bias, and explain their impact on audiences.</p>	<p>Analyses media representations to describe their content, identify bias, and explain their impact on audiences with limited effectiveness.</p>	<p>Analyses media representations to describe their content, identify bias, and explain their impact on audiences with some effectiveness.</p>	<p>Analyses media representations to describe their content, identify bias, and explain their impact on audiences with considerable effectiveness.</p>	<p>Analyses media representations to describe their content, identify bias, and explain their impact on audiences with thorough effectiveness.</p>

**Sustainable Agriculture in Ethiopia
Diorama Evaluation
Junior-Intermediate Rubric**

Student's name _____

Criteria	Level 1	Level 2	Level 3	Level 4
<p>Writing Generate, gather, and organize ideas and information to write for an intended purpose and audience.</p>	Generates, gathers, and organizes ideas and information to plan a diorama and include appropriate text in the final product with limited effectiveness.	Generates, gathers, and organizes ideas and information to plan a diorama and include appropriate text in the final product with some effectiveness.	Generates, gathers, and organizes ideas and information to plan a diorama and include appropriate text in the final product with considerable effectiveness.	Generates, gathers, and organizes ideas and information to plan a diorama and include appropriate text in the final product with
<p>Visual Arts Produce two- and three-dimensional works of art that communicate a variety of ideas (thoughts, feelings, experiences) for specific purposes and to specific audiences, using appropriate art forms. (4-8)</p>	Produces a diorama that communicates a variety of ideas (thoughts, feelings, experiences) to demonstrate understanding of sustainable agriculture in Ethiopia using appropriate art forms with limited effectiveness.	Produces a diorama that communicates a variety of ideas (thoughts, feelings, experiences) to demonstrate understanding of sustainable agriculture in Ethiopia using appropriate art forms with some effectiveness.	Produces a diorama that communicates a variety of ideas (thoughts, feelings, experiences) to demonstrate understanding of sustainable agriculture in Ethiopia using appropriate art forms with considerable effectiveness.	Produces a diorama that communicates a variety of ideas (thoughts, feelings, experiences) to demonstrate understanding of sustainable agriculture in Ethiopia using appropriate art forms with thorough effectiveness.
<p>Oral communication Listen in order to understand and respond appropriately in a variety of situations for a variety of purposes.</p>	Listens in order to understand and responds appropriately to present his/her diorama to the class and take part in discussion of the informational and artistic merits of the dioramas produced by the class with limited effectiveness.	Listens in order to understand and responds appropriately to present his/her diorama to the class and take part in discussion of the informational and artistic merits of the dioramas produced by the class with some effectiveness.	Listens in order to understand and responds appropriately to present his/her diorama to the class and take part in discussion of the informational and artistic merits of the dioramas produced by the class with considerable effectiveness.	Listens in order to understand and responds appropriately to present his/her diorama to the class and take part in discussion of the informational and artistic merits of the dioramas produced by the class with thorough effectiveness.
<p>Geography Use a variety of geographic representations, resources, tools, and technologies to gather, process, and communicate geographic information about patterns in human geography.</p>	Uses a diorama to communicate geographic information about sustainable agriculture with limited effectiveness.	Uses a diorama to communicate geographic information about sustainable agriculture with some effectiveness.	Uses a diorama to communicate geographic information about sustainable agriculture with considerable effectiveness.	Uses a diorama to communicate geographic information about sustainable agriculture with thorough effectiveness.
<p>Science (8) Examine how humans use resources from the earth's different water systems and identify the factors involved in managing these resources for sustainability.</p>	Examines how humans use resources from the earth's different water systems and identifies the factors involved in managing these resources for sustainability through a diorama with limited effectiveness.	Examines how humans use resources from the earth's different water systems and identifies the factors involved in managing these resources for sustainability through a diorama with some effectiveness.	Examines how humans use resources from the earth's different water systems and identifies the factors involved in managing these resources for sustainability through a diorama with considerable effectiveness.	Examines how humans use resources from the earth's different water systems and identifies the factors involved in managing these resources for sustainability through a diorama with thorough effectiveness.

Sustainable Agriculture in Ethiopia

Diorama Evaluation

Secondary School Rubric

Student's name _____

Criteria	Level 1	Level 2	Level 3	Level 4
<p>Writing Use a variety of organizational techniques to present ideas and supporting details logically and coherently in written work.</p>	<p>Uses organizational techniques to write a plan for a diorama to illustrate sustainable agriculture in Ethiopia and afterwards analyzes its success logically and coherently with limited effectiveness.</p>	<p>Uses organizational techniques to write a plan for a diorama to illustrate sustainable agriculture in Ethiopia and afterwards analyzes its success logically and coherently with some effectiveness.</p>	<p>Uses organizational techniques to write a plan for a diorama to illustrate sustainable agriculture in Ethiopia and afterwards analyzes its success logically and coherently with considerable effectiveness.</p>	<p>Uses organizational techniques to write a plan for a diorama to illustrate sustainable agriculture in Ethiopia and afterwards analyzes its success logically and coherently with thorough effectiveness.</p>
<p>Visual Arts: Creation * Use materials and processes to create art objects that express their intent (9) * Produce a work designed around specific objectives and challenges (e.g., composition issues, subject matter, use of visual language) (10) * Demonstrate through their studio assignments the ability to solve visual and conceptual problems;(11) * Identify and develop ideas and concepts to shape and unify their own art works. (12)</p>	<p>To demonstrate knowledge of sustainable agriculture check one: ___ uses materials and processes to create art objects that express their intent (9) ___ produces a work designed around specific objectives and challenges (10) ___ demonstrates through their studio assignments the ability to solve visual and conceptual problems (11) ___ identifies and develops ideas and concepts to shape and unify their own art works (12) with limited effectiveness.</p>	<p>To demonstrate knowledge of sustainable agriculture check one: ___ uses materials and processes to create art objects that express their intent (9) ___ produces a work designed around specific objectives and challenges (10) ___ demonstrates through their studio assignments the ability to solve visual and conceptual problems (11) ___ identifies and develops ideas and concepts to shape and unify their own art works (12) with some effectiveness.</p>	<p>To demonstrate knowledge of sustainable agriculture check one: ___ uses materials and processes to create art objects that express their intent (9) ___ produces a work designed around specific objectives and challenges (10) ___ demonstrates through their studio assignments the ability to solve visual and conceptual problems (11) ___ identifies and develops ideas and concepts to shape and unify their own art works (12) with considerable effectiveness.</p>	<p>To demonstrate knowledge of sustainable agriculture check one: ___ uses materials and processes to create art objects that express their intent (9) ___ produces a work designed around specific objectives and challenges (10) ___ demonstrates through their studio assignments the ability to solve visual and conceptual problems (11) ___ identifies and develops ideas and concepts to shape and unify their own art works (12) with thorough effectiveness.</p>
<p>Visual Arts: Analysis and Oral Communication * Use critical analysis to examine expression in student and professional artworks (9) * Apply critical analysis processes to their artwork and works studied (10) * Evaluate their own art works and those of others, demonstrating an understanding of the process of critical analysis and providing grounds for their aesthetic judgements; (11) * Evaluate, individually and in groups, the effectiveness of their personal research, creative process, and art products. (12)</p>	<p>Uses oral communication skills to Check one: ___ use critical analysis to examine expression in student and professional artworks (9) ___ apply critical analysis processes to their artwork and works studied (10) ___ evaluate their own art works and those of others, demonstrating an understanding of the process of critical analysis and providing grounds for their aesthetic judgements (11) ___ evaluate, individually and in groups, the effectiveness of their personal research, creative process, and art products (12) with limited effectiveness.</p>	<p>Uses oral communication skills to Check one: ___ use critical analysis to examine expression in student and professional artworks (9) ___ apply critical analysis processes to their artwork and works studied (10) ___ evaluate their own art works and those of others, demonstrating an understanding of the process of critical analysis and providing grounds for their aesthetic judgements (11) ___ evaluate, individually and in groups, the effectiveness of their personal research, creative process, and art products with some effectiveness.</p>	<p>Uses oral communication skills to Check one: ___ use critical analysis to examine expression in student and professional artworks (9) ___ apply critical analysis processes to their artwork and works studied (10) ___ evaluate their own art works and those of others, demonstrating an understanding of the process of critical analysis and providing grounds for their aesthetic judgements (11) ___ evaluate, individually and in groups, the effectiveness of their personal research, creative process, and art products with considerable effectiveness.</p>	<p>Uses oral communication skills to Check one: ___ use critical analysis to examine expression in student and professional artworks (9) ___ apply critical analysis processes to their artwork and works studied (10) ___ evaluate their own art works and those of others, demonstrating an understanding of the process of critical analysis and providing grounds for their aesthetic judgements (11) ___ evaluate, individually and in groups, the effectiveness of their personal research, creative process, and art products with thorough effectiveness.</p>

H Making A Difference For Others

Discuss in a group of 3 to 5 students how you can help make a difference for others in the developing world. Brainstorm possible options with fellow students by doing an internet search of non governmental organizations working in sustainable agriculture in Ethiopia. (You may already have collected some data by doing “Lyric Legacy” from the questions above.) Track your findings in the Options and Merits chart. Present your findings to the class with your recommendation for a charity to support.

From the various group presentations, select a charity you would like to support. With your group, discuss possible fundraising activities your could launch at your school in support of the charity that you select. Make a flowchart of the actions that would be needed to realize the project. Present your ideas to the class.

<u>Options</u>	<u>Merits</u>

Fundraising Activity Proposal: _____

Flowchart: