

Title of Assessment:	Country Brochure
Inquiry Statement Suggestion: <i>Blue = Related Concept</i> <i>Green = Global Context</i> <i>Red = Key Concept</i>	Migration is a significant global phenomenon, and people move for many reasons—seeking safety, better opportunities, or a new start.
MYP Criterion Level:	MYP 1
MYP Year 1 Criteria:	A, C
MYP Year 1 Criteria: If Cutting Strands	N/A
MYP Command Terms:	Communicate, Demonstrate, Explain
MYP Key Concept(s):	Change or Systems
MYP Related Concept(s):	Citizenship
MYP Global Context -	Globalization and sustainability
Potential MYP I&S Subject Area:	Geography, Sociology, Political science
ATL Skills:	Communication, Research, Thinking,
Differentiation:	Options of research to be conducted in different languages,
Scaffold Suggestions (see Appendix 2):	Provide templates for brochure design. Offer examples of persuasive language. Guide on how to research immigration policies.
MYP Topics & Skills:	Migration, Geography
Prior Taught Knowledge:	Basic understanding of migration concepts. Familiarity with persuasive writing techniques. Introduction to research and citation methods.
Materials Needed: # of hours expected to complete this assessment AND explicit teaching of skills for X number of classes?	Brochure templates or design software. Access to research databases and citation guides. Visual design tools (e.g., Canva, Publisher) Approximately 6-8 hours, including research, design, and writing. Explicit Teaching of Skills 3 classes focused on: Researching and organizing information. Persuasive writing and design elements. Proper citation and referencing techniques.
Assessment Description:	Migration is a significant global phenomenon, and people move for many reasons—seeking safety, better opportunities, or a new start. In this task, you will create a persuasive country brochure promoting a specific country as a great place for immigrants. Your goal is to convince people to migrate there by showcasing its benefits, opportunities, and the process of becoming a citizen.

Task-specific instructions:

Migration is a significant global phenomenon, and people move for many reasons—seeking safety, better opportunities, or a new start. In this task, you will create a **persuasive country brochure** promoting a specific country as a great place for immigrants. Your goal is to **convince people to migrate there** by showcasing its benefits, opportunities, and the process of becoming a citizen.

Your brochure should include:

- **A clear, engaging layout with strong visuals** that draw people in.
- **Essential details on immigration policies**, including citizenship requirements.
- **Opportunities and benefits** of moving to this country.
- **Challenges and barriers** that immigrants may need to overcome.
- **Proper citation** of all sources and images used.

Brochure Requirements

Your brochure should be visually appealing and include:

1. Country Introduction 🌐

- Name of the country and its **key features** (e.g., culture, economy, geography).
- Why is this an attractive place to migrate to?

2. Immigration Process ✂️

- What is the country's **immigration policy**?
- How long does it take to **become a citizen**?
- What are the main steps in the application process?

3. Opportunities for Immigrants 📁🏠

- **Job opportunities** (major industries, growing sectors).
- **Education and healthcare** (schools, universities, medical care access).
- **Living conditions** (housing, safety, quality of life).

4. Barriers & Challenges 🚧

- What are some **obstacles immigrants may face** (language, cultural adaptation, legal barriers)?
- How can these challenges be overcome?

5. Visual Appeal & Persuasive Design 🧠

- The brochure should be **engaging and well-organized**.
- **Headings, images, and design elements** should support the message.
- Information should be **clear, concise, and inviting**.

6. Citations & Sources

- Any **facts, statistics, or images** must be properly cited using MLA (or school-specific citation style).
- A **references section** should be included at the end.

Task Breakdown: Aligned to MYP I&S Year 1 Criteria A & C

Knowledge & Understanding (*Criterion A*)

A(i) Use of Effective Terminology

- Uses appropriate **migration-related vocabulary** (e.g., immigration, asylum, naturalization).
- Uses **persuasive language** to draw people in (e.g., “This country offers endless opportunities...”).

A(ii) Knowledge & Understanding of Immigration & Citizenship

- Clearly explains why this country is **desirable for immigrants**.
- Demonstrates **knowledge of the country’s immigration process**, citizenship policies, and opportunities.
- Identifies **both benefits and challenges** of migrating to this country.

Communication & Presentation (*Criterion C*)

C(i) Display & Overall Effectiveness

- The brochure is **visually appealing and engaging**.
- **Design elements (images, fonts, colors, and layout) enhance the message**.

C(ii) Logical Organization

- Information is **clearly structured** into headings and sections.
- Content **flows logically**, making it easy to read and understand.

C(iii) Citations & Use of Sources

- All **facts, data, and images** are properly cited.
- MLA format (or school-required citation method) is used correctly.

Criteria Rubric:

Criterion:	Criterion A: Knowing and Understanding	
Objective:	Ai. Use vocabulary in context Aii. Demonstrate knowledge and understanding of subject-specific content and concepts, using descriptions, explanations and examples.	
Level	MYP Grade Bands & Task-Specific Clarifications	
1-2	i. recognizes some vocabulary ii. demonstrates basic knowledge and understanding of content and concepts through limited descriptions and/or examples.	i. Recognizes some basic migration-related vocabulary. ii. Describes with limited detail or examples, demonstrating basic understanding of the content.
3-4	i. uses some vocabulary ii. demonstrates satisfactory knowledge and understanding of content and concepts through simple descriptions, explanations and/or examples.	i. Uses some relevant vocabulary but may lack accuracy. ii. Describes and explains migration concepts with simple detail, showing satisfactory understanding
5-6	i. uses considerable relevant vocabulary, often accurately ii. demonstrates substantial knowledge and understanding of content and concepts through descriptions, explanations and examples.	i. Uses considerable relevant vocabulary, often accurately. ii. Describes and explains immigration processes and policies in substantial detail, demonstrating good knowledge.
7-8	i. consistently uses relevant vocabulary accurately ii. demonstrates excellent knowledge and understanding of content and concepts through detailed descriptions, explanations and examples.	i. Consistently uses relevant vocabulary accurately. ii. Describes and explains the content and concepts in detail, showing excellent understanding
0	The student does not reach a standard described by any of the descriptors above.	

Criterion:	Criterion C: Communicating	
Objective:	Ci. Communicate information and ideas with clarity Cii. Organize information and ideas effectively for the task Ciii. List sources of information in a way that follows the task instructions.	
Level	MYP Grade Bands & Task-Specific Clarifications	
1-2	i. communicates information and ideas in a style that is not always clear ii. organizes information and ideas in a limited way iii. inconsistently lists sources, not following the task instructions.	i. Communicates ideas in a style that is not always clear. ii. Organizes information in a limited way. iii. Lists sources inconsistently, and not following instructions.
3-4	i. communicates information and ideas in a way that is somewhat clear ii. somewhat organizes information and ideas iii. lists sources in a way that sometimes follows the task instructions.	i. Communicates ideas somewhat clearly. ii. Somewhat organizes information and ideas. iii. Lists sources in a way that sometimes follows instructions.
5-6	i. communicates information and ideas in a way that is mostly clear ii. mostly organizes information and ideas iii. lists sources in a way that often follows the task instructions.	i. Communicates ideas mostly clearly. ii. Mostly organizes information effectively. iii. Lists sources in a way that often follows instructions.
7-8	i. communicates information and ideas in a way that is completely clear ii. completely organizes information and ideas effectively iii. lists sources in a way that always follows the task instructions.	i. Communicates ideas with complete clarity. ii. Completely organizes information and ideas effectively. iii. Lists sources in a way that always follows instructions.
0	The student does not reach a standard described by any of the descriptors above.	

Appendix 1: Task-Specific Content/Concepts/Topics

1. Research Guidance:
Provide a list of reliable sources and databases for students to begin their research.
 - a. Offer a research organizer to help students categorize information (e.g., immigration policies, benefits, challenges).
2. Brochure Design Templates:
 - a. Supply templates or digital tools such as Canva or Publisher to create visually appealing brochures.
 - b. Demonstrate how to use design elements like fonts, colors, and images to enhance communication.
3. Persuasive Writing Workshops:
 - a. Conduct mini-lessons on persuasive language techniques.
 - b. Provide examples of effective persuasive brochures and analyze their components.
4. Citation and Referencing Support:
 - a. Teach students how to cite sources using MLA or the school's required format.
 - b. Offer citation tools or guides to ensure accuracy in references.
5. Peer Review Sessions:
 - a. Organize peer feedback sessions where students can present their brochures and receive constructive criticism.
 - b. Use a checklist to guide feedback focusing on clarity, persuasiveness, and organization.
6. Differentiated Instruction:
 - a. Allow students to conduct research in different languages if applicable, catering to diverse linguistic backgrounds.
 - b. Provide varied levels of support based on students' research and writing skills.
7. Visual Literacy Lessons:
 - a. Teach students how to interpret and use visual elements effectively to support their arguments.
 - b. Explore examples of how images can enhance the message of a brochure.

Appendix 2: Task-Specific Scaffolds/Teaching Methods

1. Research Support:
 - a. Provide a list of recommended websites and databases for reliable information.
 - b. Use graphic organizers to help students sort and categorize information.
2. Design Templates:
 - a. Offer templates for brochure layouts to guide design.
 - b. Introduce digital tools like Canva for creating visually appealing brochures.
3. Writing Workshops:
 - a. Conduct sessions on persuasive writing techniques.
 - b. Provide sentence starters and examples of persuasive language.
4. Citation Guidance:
 - a. Teach how to use citation tools like EasyBib for MLA format.
 - b. Provide a checklist for checking references and citations.
5. Peer Feedback:
 - a. Organize peer review sessions to give and receive constructive feedback.

- b. Use rubrics to guide peer assessments.
- 6. Differentiated Learning:
 - a. Allow for research in different languages to accommodate diverse learners.
 - b. Provide additional support for students who need help with research or writing.
 - c.
- 7. Visual Literacy:
 - a. Teach how to effectively use images and design elements to support the message.
 - b. Analyze examples of effective brochures to identify key features.