

SOUTH CARLETON HIGH SCHOOL

Ottawa-Carleton District School Board

STUDENT OUTLINE

CGF 3M

Forces of Nature: Physical Processes and Disasters

Credit Value: 1.0 credit

Hours: 110

Course Overview

In this course, students will explore physical processes related to the earth’s water, land and air. They will investigate how these processes shape the planet’s natural characteristics and affect human systems, how they are involved in the creation of natural disasters, and how they influence the impacts of human disasters. Throughout the course, students will apply the concepts of geographic thinking and the geographic inquiry process and use spatial technologies to analyse these processes, make predictions related to natural disasters, and assess ways of responding to them.

Prerequisite: Issues in Canadian Geography, Grade 9, Academic or Applied

Unit Title	Hours	Performance Tasks	Overall Expectations
1. I Can Think Like a Geographer!	20	1. Tests and Quizzes	<p>Throughout this Course students will:</p> <p>Geographic Inquiry: use the geographic inquiry process and the concepts of geographic thinking when investigating physical systems, natural phenomena, and natural events</p> <p>Developing Transferable Skills: apply in everyday contexts skills, including spatial skills, developed through geographical investigation, and identify some careers in which a background in geography might be an asset</p> <p>By the End of the Course students will:</p> <p>Spatial Organization: Spheres of the Earth - describe the spatial distribution of the earth’s physical features and the processes that form them. Analyse the characteristics of different types of natural hazards, and explain the role of physical processes in their occurrence. (FOCUS ON: Spatial Significance, Patterns and Trends; Interrelationships)</p> <p>The Physical Environment: Sustainability and Stewardship- analyse the role and impact of physical processes and human practices in maintaining a sustainable natural environment. (FOCUS ON: Spatial Significance, Interrelationships, Geographic Perspectives)</p> <p>Systems: Interactions and Interdependence - analyse issues relating to natural and human impacts on the environment and the sharing of natural resources between population groups (FOCUS ON: Interrelationships; Spatial Significance, Patterns and Trends, Geographic Perspective)</p> <p>Impacts of Change - analyse the impacts of processes and disasters, assess the role and effectiveness of disaster preparedness and describe the earth’s processes of change. (FOCUS ON: Spatial significance, patterns and trends, Interrelationships; Geographic Perspective)</p>
2. The Dynamic Earth: How Natural Forces Shape our Planet	25	2. Culminating Activities	
3. Earth is Our Home: How Planet Earth Responds to Human Activity	25	3. Collaborative Learning activities	
4. Earth Connected: How We Rely on the Earth and Each Other	25	4. Tutorial Discussions	
5. The Changing Earth: How We Prepare, Survive and Respond to Earth’s Forces	25	5. Issues Analysis	
		6. Statistical and map analysis	
		7. Role Plays/Simulations	
		8. Informal Debates	
		9. Problem Solving	
		10. Risk Assessment Report	
		11. Final Examination	

STUDENT RESPONSIBILITIES

1. Students are required to attend classes regularly, participate in activities, and submit work on time. Absence for any reason does not remove the responsibility of a student to complete missed work.
2. Students who commit academic fraud i.e. plagiarize or cheat, and those who miss performance tasks without a legitimate and substantiated excuse risk the successful and timely completion of their work. Tasks consisting of academic fraud will be considered incomplete, as they do not provide a reliable demonstration of student learning.*
3. All incomplete work will be factored into the final mark. When a student fails to demonstrate learning on a performance task, for any reason, remedial work may be assigned at the teacher’s discretion. In these cases, a reasonable timeline must exist to facilitate the completion and subsequent evaluation of the task.

4. Students may, on occasion, negotiate with the teacher to have an assignment submitted late. All work accepted beyond the original due date, for any reason, will be professionally evaluated. Please note that written feedback and anecdotal remarks on late submissions may not be possible based on time constraints. Additionally, it may be judged necessary to reconsider the value of such work when determining a student's final grade.

***Academic Fraud** is defined as any act of dishonesty purposely or carelessly intended to enhance academic performance. **Plagiarism** is defined as the act of taking the written word or original work of another person, without giving due credit, whilst passing it off as one's own.

Evaluation

Term Report	Final Report
Assessment tools include tests/quizzes, assignments, performance tasks and rich assessment tasks	Term 100 %
<p>Summative Period Canadian and World Studies summatives will come due within the school's Summative and Evaluation Period. This period occurs two weeks before exams in January and June. Absence from evaluations during these dates must be substantiated with a medical certificate or equivalent documentation as approved by administration.</p>	

LITERACY

Success in Canadian and World Studies courses depends in large part on strong literacy skills. Many of the activities and tasks students undertake in CGF3M involve the use of written, oral, and visual communication skills. The study of this subject will thus encourage students to use language with greater care and precision and will enhance their ability to communicate effectively.

ANTIDISCRIMINATION POLICY

The Canadian and World Studies curriculum is designed to help students acquire the “habits of mind” essential for citizens in a complex world. Students are expected to demonstrate an understanding of the rights, privileges, and responsibilities of citizenship, as well as a willingness to show respect, tolerance, and understanding towards individuals, groups, and cultures in the global community. They are also expected to understand that protecting human rights and taking a stand against racism and other expressions of hatred and discrimination are basic requirements of responsible citizenship.

ACCOMMODATIONS FOR EXCEPTIONAL STUDENTS

The Canadian and World Studies department makes every effort to accommodate the identified needs of exceptional (IPRC'd) students and will attempt to differentiate curriculum delivery methods, student modes of expression, and assessment methods as recommended by the student's individual education plan (IEP).