

RICHVIEW COLLEGIATE INSTITUTE

PROGRAM AREA: Canadian and World Studies	COURSE NAME: Forces of Nature: Physical Processes and Disasters
COURSE CODE: CGF 3M	GRADE/LEVEL: 11 University/College Preparation
PREREQUISITE: 9 Geography (Academic/Applied)	CREDIT VALUE: 1.0

Cost of Textbook/equipment replacement: _____
(if lost or damaged)

Additional Course Costs: _____

Textbooks(s)/Resources: None

COURSE DESCRIPTION: 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.

OVERVIEW

The course has five strands. Instruction and learning related to the expectations in strand A are to be interwoven with instruction and learning related to expectations from the other four strands. Strand A must not be seen as independent of the other strands. Student achievement of the expectations in strand A is to be assessed and evaluated *throughout* the course.

CURRICULUM STRANDS and OVERALL EXPECTATIONS:

By the end of this course, students will:

A. GEOGRAPHIC INQUIRY AND SKILL DEVELOPMENT

- **Geographic Inquiry:** use the geographic inquiry process and the concepts of geographic thinking when investigating physical systems, natural phenomena, and natural events;
- **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.
- analyse changes in natural systems caused by natural phenomena;
- explain how human uses of the earth, including uses involving technology, cause change in natural systems.

B. SPATIAL ORGANIZATION: SPHERES OF THE EARTH

- **Physical Processes and Natural Hazards:** analyse the characteristics of different types of natural hazards, and explain the role of physical processes in their occurrence (FOCUS ON: *Spatial Significance; Interrelationships*)
- **B2. Spatial Connections:** analyse relationships between physical processes and the earth's physical characteristics (FOCUS ON: *Patterns and Trends; Interrelationships*)
- **Physical Characteristics of the Earth:** describe the spatial distribution of the earth's physical features and the processes that form them (FOCUS ON: *Spatial Significance; Interrelationships*)

C. THE PHYSICAL ENVIRONMENT: SUSTAINABILITY AND STEWARDSHIP

- **Renewing the Physical Environment:** analyse the role of physical processes and human practices in maintaining a sustainable natural environment (FOCUS ON: *Interrelationships; Geographic Perspective*)
- **Human Impact on the Physical Environment:** analyse the impacts of human activities on the earth's physical processes and the natural environment (FOCUS ON: *Spatial Significance; Interrelationships*)
- **Human Use of the Physical Environment:** analyse the influence of physical

D. SYSTEMS: INTERACTION AND INTERDEPENDENCE

- **Sharing the Physical Environment:** analyse issues relating to natural and human impacts on the environment and the sharing of natural resources between population groups (FOCUS ON: *Interrelationships; Geographic Perspective*)
- **Population and Disasters:** analyse the influence of human settlement choices and the earth's physical processes on the impacts of disasters (FOCUS ON: *Patterns and Trends; Interrelationships*)
- **Earth's Planetary Characteristics and Life:** explain the significance of Earth's planetary characteristics and history for the development

E. IMPACTS OF CHANGE

- **Impacts of Processes and Disasters:** analyse impacts of physical processes and disasters on human and natural systems, locally, nationally, and globally (FOCUS ON: *Interrelationships; Geographic Perspective*)
- **Disaster Preparedness:** assess the role and effectiveness of various options for reducing the impacts of disasters on human populations (FOCUS ON: *Spatial Significance; Geographic Perspective*)
- **Processes of Change:** describe how the earth's natural systems change, and have changed, over various time scales, and explain some

Assessment and Evaluation

Assessment and Evaluation are based on the expectations and levels of achievement outlined in the provincial curriculum document for each subject. A wide range of assessment and evaluation opportunities allows students to demonstrate their learning in a variety of ways. This information provides the basis for reporting student grades on the Provincial Report Card. A final mark will be calculated using the following categories or strands.

Formative Evaluation: (70% of the final mark will be based on evaluations conducted throughout the course)
All four achievement categories/strands do not need to be evaluated in each evaluation task.

Communication (%)	Knowledge/Understanding (%)	Thinking and Inquiry (%)	Application/Making Connections (%)
25	25	25	25

Summative Evaluation: (30% of the final mark will be based on a final evaluation in the form of culminating activities).

Components of Summative Evaluation:

1. Report/Presentation 15-20 (%)
2. In class test/exam 10-15(%)

**** A detailed explanation of the culminating activity/activities will be distributed to students in the class.**

Learning Skills: The report card provides a record of the learning skills, demonstrated by the student in every course in the following six categories: Responsibility, Organization, Independent Work, Collaboration, Initiative, and Self-regulation. The learning skills are evaluated using a four-point scale (E-Excellent, G-Good, S-Satisfactory, N-Needs Improvement).

Please refer to the Student Agenda Planner for details regarding the Achievement Chart and Learning Skills.