

**COURSE INFORMATION SHEET**

**DATE:** January 1, 2007  
**SECONDARY SCHOOL:** BREBEUF C.H.S., TCDSB  
**DEPARTMENT HEAD:** B. Margou  
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**DEPARTMENT:** Canadian and World Studies



<b>Curriculum Policy Document:</b>		Canadian and World Studies	
<b>Course Title:</b>	<b>Physical Geography: Patterns, Processes, and Interactions</b>	<b>Course Code</b>	CGF 3M
<b>Pre-requisite:</b>	Geography of Canada, Grade 9, Academic or Applied	<b>Grade &amp; Type</b>	Grade 11 University/College Preparation
<b>Full Year / Semester:</b>	Semester	<b>Credit Value</b>	1

**COURSE DESCRIPTION (AS SPECIFIED IN MINISTRY OF EDUCATION POLICY DOCUMENT)**

This course examines the main elements of the physical environment (climate, soils, landforms, oceans, vegetation), the processes that shape them, and the relationship between the environment and human beings. Students will apply a wide range of geographic tools and methods to explore the distribution and ongoing evolution of the elements of the physical environment on a variety of scales, from local to global.

The following are essential or enduring learnings summarized from the expectations. These learnings should somehow be addressed in all the units. They are the foundation upon which a student can build.

Upon the successful completion of this course students will:

- understand the dynamic nature of the physical processes that shape the earth;
- apply knowledge of the earth's physical processes in order to predict and understand consequences;
- recognize the diversity and complexity (spatially and temporally) of the physical world;
- analyse a variety of global physical patterns and the relationships between these patterns;
- demonstrate an understanding of the interconnections between/within natural and human systems;
- analyse global, regional and local issues which illustrate physical/human interaction;
- understand that humans are stewards of the earth and have responsibilities for its physical well-being;
- apply and demonstrate geographic and communication skills, as part of the inquiry process;

utilize information technology in understanding and analysing geographical concepts.

**How This Course Supports The Ontario Catholic School Graduate Expectations:**

Geography is a unique study that encompasses as its foundation the teachings of all social and academic disciplines. Physical geography allows Ontario Catholic school graduates to develop an in-depth understanding of the internal and external mechanics of God's greatest creations. Planet Earth is a complex organism, and only when they understand it as an interactive system can the students come to appreciate their role and responsibility in its preservation. As young adults formed in the Catholic faith, they will quickly realize that the actions of humans have created stress to our environment on a local, regional, and global level. It is our responsibility as Catholic educators to ensure our students recognize that their relationship with their physical surroundings is one in a delicate balance – land conversion, damming of waterways, burning of fossil fuels, and consumption of finite resources exact a very high price. The gospel teachings will be used as a vehicle for understanding the concepts of conservation, resource management, and sustainability. Ontario Catholic school graduates will leave this course respecting their physical surroundings and accountable for their individual and collective actions

<b>Strand / Unit Titles</b>	<b>Hours</b>	<b>Overall Expectations / Unit Description</b>
1. Planetary Systems: Quest for Balance	(app. 23% of class time)	<ul style="list-style-type: none"> <li>• The Planetary Systems unit provides an opportunity to introduce students to the overall framework of physical geography. Students gain an understanding of the sources and nature of energy flows through the lithosphere, atmosphere, hydrosphere, and biosphere. Students develop a global perspective on the physical world. They analyse their roles in impacting natural systems and how this influences human activity. The natural environment is a powerful force shaping our lives.</li> <li>• One of the major purposes of this unit is to explain the origin and internal structures of the earth. Natural systems operate inside the earth, as well as outside. The energy which drives these systems is responsible for the tectonic forces which attempt to "build up" the earth's surface. As a result, students are expected to demonstrate an understanding of those physical processes which create landforms.</li> </ul> <p>Students must first be exposed to the internal structure of the earth, the components of the earth's interior, and the major rock types which make up its</p>
2. Structure of The Earth	(app. 23% of class time)	
3. Gradational Processes	(app. 23% of class time)	
4. Weather and Climate	(app. 23% of class time)	

5. Independent Field Study	(app. 8% of class time)	<p>surface. They may then be able to analyse the origin and characteristics of the tectonic forces below the surface. Finally, they should be able to describe the formation of specific tectonic landforms which result from the activity of tectonic forces such as folding, faulting, and volcanic activity.</p> <p>As well as understanding the “mechanics” of plate tectonics, students will develop an awareness of the disastrous effects which can result in regions of the world when these forces are prevalent. In addition, the Catholic school graduate should appreciate the moral obligation which others, who are more fortunate, may have to come to the aid of those whose lives are negatively affected by these forces. As well, they should recognize that tectonic forces may often bring benefits to some regions in the form of enriched natural resources. With these resources come the responsibility to use the earth's riches judiciously and with a philosophy of environmental stewardship.</p> <p>Finally, the completion of this unit will allow the student to have a greater appreciation of just how the present appearance of the earth's surface has come about. The tectonic forces “build up” landforms which are then gradually “torn down” by the gradational forces. The interaction of those two major forces results in the striking variety and beauty of the earth's landscape</p> <ul style="list-style-type: none"> <li>• Gradational forces in combination with tectonic forces produce the great variety of landscapes found on the surface of the earth. Students demonstrate an understanding of the relationship between climatic forces and the landscapes which they help shape. Students describe the impact that people and their activities have on the physical environment. Understanding how both natural and human activity affect the physical earth leads to possible solutions for present and future environmental management issues.</li> <li>• Weather and climate are the result of complex systems at work in the atmosphere. Students gain an overview of global climatic patterns and their gradual changes over time. This unit provides insight into the combination of factors that produce local weather conditions and the catastrophic events that may follow. Students use a variety of geographic skills, methods, and technologies to gather, analyse and synthesize, statistical information. They develop an understanding of the complexities of tracking and predicting weather patterns and climatic trends.</li> </ul> <p>Students examine a local physical geographic issue through the use of fieldwork. It is a practical, hands-on opportunity for the student to collect, organize, synthesize, and evaluate geographic data for his/her local area. The results are communicated through map(s) and other visuals, along with a report indicating the issue, inventory and recommendations for sustainability. Throughout the process, the student will need to investigate various geographic career opportunities.</p>
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STUDENT EVALUATION CRITERIA					
TERM – 70%		FINAL – 30%		FINAL REPORT CARD GRADE CALCULATION – 100%	
<b>10 ≤ RELATIVE EMPHASIS / WEIGHTING ≤ 40</b>		<b>RELATIVE EMPHASIS / WEIGHTING</b>		<b>TERM TOTAL + FINAL TOTAL = REPORT CARD MARK</b>	
<b>KNOWLEDGE/UNDERSTANDING</b>	25	Written exam	20		
<b>INQUIRY/THINKING</b>	15	Final Assign.	10		
<b>COMMUNICATION</b>	15				
<b>APPLICATION</b>	15				
<b>TERM TOTAL</b>	<b>70</b>	<b>FINAL TOTAL</b>	<b>30</b>		
ASSESSMENT FORMAT USED					
WRITTEN		PERFORMANCE		OTHER	
Lab Exercises		Presentations		Teacher Observation	
Tests, Quizzes		Projects		Brainstorming	
Diagramming		Exhibitions, Demonstrations		Statistical Interpretation	
Graphic Organizers		Aerial Photo Analysis		Computer-assisted learning/GIS	

Paragraph Writing	Graphing /Graph Analysis	Cooperative Learning
	Use of Powerpoint/Projector	Lectures
	Concept Mapping	Group discussion
	Field Studies	GPS application
	Locating places on a map	Researching the Internet
		Portfolios
<b>RESOURCES (EXAMPLES PROVIDED)</b>		
<b>TEXTBOOK</b>	<i>Earth Matters: Studies in Physical Geography</i> , Oxford, 2001 (\$55)	
<b>STUDENT MATERIALS</b>	binder, calculator, ruler, pens, paper, internet very helpful	
<b>EXCURSIONS</b>	t.b.a.	
<b>COMPUTER USE</b>	Connection to the internet at home very useful but not mandatory	
<b>COURSE RELATED WEBSITES</b>	<a href="http://eclass.tcdsb.org/">http://eclass.tcdsb.org/</a>	

#### DEPARTMENT POLICIES, PROCEDURES AND STUDENT EXPECTATIONS

### WRITTEN WORK

- Teachers in this subject area are required under most circumstances to give at least a ONE week due date notice for all evaluations or assignments. Unit culminating assignments require at least a TWO week notice. Thus, the final due date will have passed 7 days (i.e. or 14 days for major assignments) for the student at the start of the class period to receive a mark of zero **unless** prior to the due date alternate arrangements are made with the teacher (e.g. for family emergencies, extended school trips, special educational considerations, etc.). The teacher will also accept a late assignment handed in along with a written explanation as to why the assignment was late and use his/her professional judgment as to whether the assignment will be evaluated. The teacher will take into consideration legitimate extenuating circumstances for the assignment not having been submitted electronically or by other means by the student on time. The teacher will also provide an alternative assignment in cases where the assignment was already handed back to the class and where the student explanation was deemed appropriate by the teacher. The teacher will also provide a **no** mark for skill related assignments (e.g., paragraph structure, bias, graphing, etc) and will provide a new due date to make up the skill related work. The onus is on the student to approach the teacher for any alternative opportunity. All “no marks” will be translated into zeros at the official reporting period. The teacher during the official reporting period will also consider the student’s most consistent level of achievement within the 4 evaluative categories and will use professional judgment to adjust.

### **PLAGIARISM:**

- Students shall be reminded that the use of an author's ideas in a student paper without giving proper credit to the author constitutes plagiarism. Likewise the use of an author's words without providing proper citation is plagiarism. All information and ideas taken from a source must be noted! One must use a footnote or endnote to give proper credit to the author. Also, works (i.e. including images) taken from the internet must adhere to copyright laws. Finally, a bibliography is a requirement for all major research papers.
- Students submitting other students’ work in full or partially will be deemed as plagiarism and both the copier and provider (i.e. if provider has prior knowledge or through negligence) will receive a mark of zero.
- Students must hand in original copies and are expected to produce upon request a second copy of all research information and rough copies and drafts within 24 hours of the request. Failure to meet the requested expectations will result in a zero mark given. ***This also means that students are expected to have duplicate copies of all major assignments at hand to be submitted to the teacher if necessary.***

### SEMINAR OR ORAL PRESENTATIONS

- Attendance for a seminar or oral presentation on the date assigned is an academic responsibility, both to a student’s classmates and to the teacher. Firstly, cancellation of a seminar will create serious curriculum problems for the teacher. Only a certain amount of planned time is allotted for such seminars so that the core curriculum specified through the Ministry of Education is covered. Secondly, your classmates also plan their agenda in accordance with what is to be covered on a particular class day. Therefore, the consequences for missing a seminar are more severe compared to any other assignment.
- In the case of a medical or family emergency, the following procedures must be adhered to, otherwise a mark of zero will be assigned:
  1. Phone the school office by 8:00 a.m. and leave a brief message with the secretary **or** e-mail your teacher
  2. Upon return to school, provide the teacher with a medical certificate explaining your absence. For family emergency situations, please have your parent leave a message via an e-mail or directly on the teacher’s voice mail box if this is indicated by the teacher to be the preferred method.
  3. Upon return to school, provide the teacher with proof that the presentation is complete.

\*Please note that the above three expectations may be waived by the teacher if the absent student has switched dates with a classmate. Written proof of such is highly recommended along with teacher approval.

**GROUP WORK EXPECTATIONS**

Successful group work depends upon the individual effort and participation of each of the members of the group. It is therefore the student’s responsibility to be present and actively involved in group discussions and presentations. To ensure that a student and the group are not penalized because of an absence, it is essential that:

- the group chairperson have at least rough copies of all the members’ work
- the group be prepared to present even in the absence of one or more members
- it is the student’s responsibility to call or e-mail each member of the group and the teacher prior to the presentation in the event of a crisis that prevents his participation.

**ABSENCES FROM CLASS**

Please note that it is the responsibility of the student to find out what work has been missed in his absence. Whenever possible, see the teacher to receive class assignments prior to an absence if it is known ahead of time (e.g. sporting events). If that is not possible, use the e-mail system. (your own teacher or [margouv@tcdsb.org](mailto:margouv@tcdsb.org)---Dept. Head)

In case an assignment was due on the day of an absence (with the exception of homework—show the teacher first day back), the student is responsible to either e-mail the assignment or deliver it to the teacher by some other means on the due date. Failure to deliver the assignment on the due date would result in an assigned mark of zero. Tests and quizzes must be written first day back accompanied by a parental note and in consultation with the teacher’s preference of time (i.e., usually before school begins).

<b>HOMEWORK</b>	-all homework lessons for most courses are given at the start of the semester—they may also be found on e-class.
<b>TEACHER CONTACTS</b>	<u>your own teacher or <a href="mailto:margouv@tcdsb.org">margouv@tcdsb.org</a> --Dept. Head</u>
<b>EXTRA HELP</b>	-please make arrangements with the teacher outside of class time -e-class website -- <a href="http://eclass.tcdsb.org/">http://eclass.tcdsb.org/</a>
<b>REPORTING DATES</b>	Early “Warning” letter within first month approx., print out of class mark whenever requested by student or parent, mid-term report card & final report card.

<b>Learning Skills Criteria</b>			
<b>IN EACH REPORTING PERIOD, THE QUALITY OF THE LEARNING SKILLS DEMONSTRATED BY THE STUDENT IN EACH OF THE FOLLOWING CATEGORIES WILL BE IDENTIFIED ON THE REPORT CARD USING THE FOLLOWING LETTER SYMBOLS.</b>			
E–EXCELLENT	G–GOOD	S–SATISFACTORY	N–NEEDS IMPROVEMENT
<b>SKILL: WORKS INDEPENDENTLY INDICATORS:</b>			
<ul style="list-style-type: none"> <li>• accomplishes tasks independently</li> <li>• accepts responsibility for completing tasks</li> <li>• follows instructions</li> <li>• regularly completes assignments on time and with care</li> <li>• demonstrates self-direction in learning</li> <li>• independently selects, evaluates, and uses appropriate learning materials, resources, and activities</li> </ul>		<ul style="list-style-type: none"> <li>• demonstrates persistence in bringing tasks to completion</li> <li>• uses time effectively</li> <li>• uses prior knowledge and experience to solve problems and make decisions</li> <li>• reflects on learning experiences</li> </ul>	
<b>SKILL: ORGANIZATION INDICATORS:</b>			
<ul style="list-style-type: none"> <li>• organizes work when faced with a number of tasks</li> <li>• devises and follows a coherent plan to complete a task</li> <li>• follows specific steps to reach goals or to make improvements</li> <li>• revises steps and strategies when necessary to achieve a goal</li> </ul>		<ul style="list-style-type: none"> <li>• manages and uses time effectively and creatively</li> <li>• demonstrates ability to organize and manage information</li> <li>• follows an effective process for inquiry and research</li> <li>• uses appropriate information technologies to organize information and tasks</li> </ul>	
<b>SKILL: INITIATIVE INDICATORS:</b>			
<ul style="list-style-type: none"> <li>• seeks out new opportunities for learning</li> <li>• responds to challenges and takes risks</li> <li>• demonstrates interest and curiosity about concepts, objects, events, and resources</li> <li>• seeks necessary and additional information in print, electronic, and media resources</li> <li>• identifies problems to solve, conducts investigations, and generates questions for further inquiry</li> <li>• requires little prompting to complete a task, displaying self-motivation and self-direction</li> </ul>		<ul style="list-style-type: none"> <li>• approaches new learning situations with confidence and a positive attitude</li> <li>• develops original ideas and devises innovative procedures</li> <li>• attempts a variety of learning activities</li> <li>• seeks assistance when needed</li> <li>• uses information technologies in creative ways to improve learning for self or others</li> </ul>	
<b>SKILL: TEAMWORK INDICATORS:</b>			
<ul style="list-style-type: none"> <li>• works willingly and cooperatively with others</li> <li>• shares resources, materials, and equipment with others</li> <li>• responds and is sensitive to the needs and welfare of others</li> <li>• solves problems collaboratively</li> </ul>		<ul style="list-style-type: none"> <li>• questions the ideas of the group to seek clarification, test thinking, or reach agreement</li> <li>• shows respect for the ideas and opinions of others in the group or class</li> </ul>	

<ul style="list-style-type: none"> <li>• accepts various roles, including leadership roles</li> <li>• takes responsibility for his or her own share of the work to be done</li> <li>• works to help achieve the goals of the group or the class</li> <li>• helps to motivate others, encouraging them to participate</li> <li>• contributes information and ideas to solve problems and make decisions</li> </ul>	<ul style="list-style-type: none"> <li>• listens attentively, without interrupting</li> <li>• in discussions, paraphrases points of view and asks questions to clarify meaning and promote understanding</li> <li>• recognizes the contribution of group members by means of encouragement, support, or praise</li> <li>• seeks consensus and negotiates agreement before making decisions</li> </ul>
<p><b>SKILL: WORK HABITS/HOMEWORK INDICATORS:</b></p>	
<ul style="list-style-type: none"> <li>• completes homework on time and with care</li> <li>• puts forth consistent effort</li> <li>• follows directions</li> <li>• shows attention to detail</li> <li>• uses materials and equipment effectively</li> </ul>	<ul style="list-style-type: none"> <li>• begins work promptly and uses time effectively</li> <li>• perseveres with complex projects that require sustained effort</li> <li>• applies effective study practices</li> </ul>