

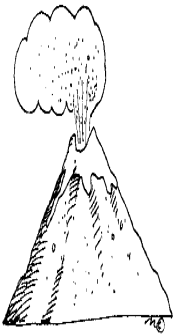
	<b>Ontario Ministry of Education</b> <a href="http://www.edu.gov.on.ca/eng/">www.edu.gov.on.ca/eng/</a>		<b>Toronto District School Board</b> <a href="http://www.tdsb.on.ca">www.tdsb.on.ca</a>		<b>R.H. KING ACADEMY</b> <a href="http://schools.tdsb.on.ca/rhking/">http://schools.tdsb.on.ca/rhking/</a>
<b>COURSE OF STUDY OUTLINE</b>					
<b>Department</b>	<i>Geography</i>	<b>Course Type</b>	<i>Open</i>		
<b>Teacher</b>	<i>S. Schillaci</i>	<b>Grade</b>	<i>11</i>		
<b>Course Title</b>	<i>Natural Disasters</i>	<b>Credit Value</b>	<i>One</i>		
<b>Course Code</b>	<i>CGF3M</i>	<b>Prerequisites</b>	<i>N/A</i>		
<b>Ministry Document</b>	<p>The Ontario Curriculum.</p> <p><a href="http://www.edu.gov.on.ca/eng/curriculum/secondary/computer10to12_2008.pdf">http://www.edu.gov.on.ca/eng/curriculum/secondary/computer10to12_2008.pdf</a></p> <p>Ontario Curriculum Grades 11 and 12, Social Sciences and Humanities, Ontario Ministry of Education, 2015.</p> <p><a href="http://www.edu.gov.on.ca/eng/curriculum/secondary/2015cws11and12.pdf">http://www.edu.gov.on.ca/eng/curriculum/secondary/2015cws11and12.pdf</a></p>				
<b>Learning Resources</b>	<p>Chasmer, R. (2001). <i>Earth Matters: Studies in Physical Geography</i>. Toronto: Oxford University Press (Replacement Cost: \$80)</p>				

**Please Note:**

At RH King one of our unique features is a focus on ISUs, or Independent study Units. An ISU is an assignment or project that gives students the freedom to select their own topic within a given subject area, research it, and then create a finished product based on their findings. The aim of the ISU is to encourage students to work on their own, thus developing initiative, time management, and other independent study skills all through a topic that interests them. While the project is "independent", teachers will scaffold the project through different means such as periodic check-ins, collecting a list of sources and rough drafts, conferencing, and/or peer editing. King's unique feature Clinic was created to give students time during the school day to work on their ISUs.



# CGF 3M1: Grade 11: **“NATURAL DISASTERS”**

## (Forces of Nature: Physical Processes and Disasters)



### Course Details

Board: Toronto District School Board  
 Teacher: Mr. S. Schillaci  
 School: RH King Academy  
 Policy Document: Ontario Curriculum Grades 11 and 12, Canadian and World Studies, Ontario Ministry of Education, 2005  
 Class Text: Chasmer, R. (2001). Earth Matters: Studies in Physical Geography. Toronto: Oxford University Press (Replacement Cost: \$80)

### Course Description

This course examines the major patterns of physical geography and the powerful forces that affect them. Students will investigate the dynamic nature of the earth, the evolving relationship between the planet and its people, and the factors that limit our ability to predict the changes that will occur. Students will use a wide range of geotechnologies and inquiry methods to investigate the distribution and interaction of the elements of their physical environment and to communicate their findings.

### Unit Outline

Unit	Topics	Disasters and Key Issues
1: Planet Earth	<ul style="list-style-type: none"> <li>• Origin of Earth and life</li> <li>• Geologic history</li> <li>• Layers of the Earth</li> <li>• Solar Energy</li> </ul>	<ul style="list-style-type: none"> <li>• Asteroids</li> <li>• Gamma Ray Bursts</li> </ul>
2: The Lithosphere	<ul style="list-style-type: none"> <li>• Continental drift</li> <li>• Landforms</li> <li>• Minerals</li> <li>• Erosion</li> <li>• River, karst, aeolian, coastal, and glacial landscapes</li> </ul>	<ul style="list-style-type: none"> <li>• Volcanic eruptions</li> <li>• Earthquakes</li> <li>• Avalanches</li> <li>• Mudslides</li> </ul>
3: The Hydrosphere	<ul style="list-style-type: none"> <li>• Precipitation and the water cycle</li> <li>• Ocean currents</li> <li>• Tides</li> <li>• Rivers, lakes, and wetlands</li> <li>• Glaciers and ice ages</li> </ul>	<ul style="list-style-type: none"> <li>• Tsunamis</li> <li>• Flooding</li> <li>• Watershed and wetland destruction</li> </ul>
4: The Atmosphere	<ul style="list-style-type: none"> <li>• Layers of the atmosphere</li> <li>• Seasons</li> <li>• Winds</li> <li>• Weather and climate</li> <li>• Storms</li> <li>• Acid rain</li> <li>• Climate change</li> </ul>	<ul style="list-style-type: none"> <li>• Solar winds</li> <li>• Ozone depletion</li> <li>• Hurricanes</li> <li>• Tornadoes</li> <li>• Climate change</li> </ul>
5: The Biosphere	<ul style="list-style-type: none"> <li>• Energy in ecosystems</li> <li>• Rainforests</li> <li>• Changes in Events</li> </ul>	<ul style="list-style-type: none"> <li>• Extinction Events</li> <li>• Ecological destruction</li> </ul>

### Learning Strategies

Throughout the course students will be using a variety of learning strategies including:

- |                    |                     |  |
|--------------------|---------------------|--|
| ○ Discussions      | ○ Textbook work     | ○ Geotechnology: GIS (including Google Earth), GPS, air photos, etc. |
| ○ Debates          | ○ Independent study | ○ Video  |
| ○ Cooperative work | ○ Research projects | ○ Case Studies   |
| ○ Reflections      | ○ Presentations     |  |
| ○ Map work         | ○ Labs / Field Work |  |

### Assessment and Evaluation

Teachers regularly assess student achievement. Formative assessments ensure the students are on track with respect to meeting the learning expectations. These include homework questions, worksheets, interviews, exit cards, journal entries, etc.

Summative assessments are evaluations of student achievement of learning expectations. These include tests, presentations, assignments, and unit culminating activities.

70% of the mark is based on course work. The remaining 30% is the summative evaluation at the end of the course. See the breakdown below.

<b>70% Course Work</b>			
<b>Category</b>	<b>Value</b>	<b>Description</b>	<b>Examples</b>
Knowledge and Understanding (KU)	20%	<ul style="list-style-type: none"> <li>• Knowledge of facts, terms, definitions</li> <li>• Understanding of concepts and ideas</li> </ul>	<ul style="list-style-type: none"> <li>• Quiz</li> <li>• Unit test</li> <li>• Written/oral responses</li> </ul>
Thinking (T)	15%	<ul style="list-style-type: none"> <li>• Planning of research and inquiry</li> <li>• Processing and analyzing</li> <li>• Critical and creative thinking: problem solving, decision making, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Research project</li> <li>• Data analysis</li> <li>• Lab work / field study</li> </ul>
Communication (C)	15%	<ul style="list-style-type: none"> <li>• Expression and organization of ideas</li> <li>• Communicating to an appropriate audience</li> <li>• Use of appropriate conventions to communicate</li> </ul>	<ul style="list-style-type: none"> <li>• Poster</li> <li>• Oral presentation</li> <li>• Map design</li> </ul>
Application (A)	20%	<ul style="list-style-type: none"> <li>• Application of knowledge and skills to familiar and new contexts</li> <li>• Making connections between various contexts</li> </ul>	<ul style="list-style-type: none"> <li>• Case study</li> <li>• Debate</li> <li>• Personal reflection</li> </ul>
<b>30% Summative</b>			
Final Culminating Activity	10%		
Exam	20%		

### Geography Evaluation Policy

1. All assignments should be submitted by the deadline. Once the teacher has marked an assignment and handed it back to the class, no more will be accepted for marking.
2. If known beforehand that a test must be missed, please arrange with the teacher for a new time to write a test, preferably close to the slotted time of the test.
3. If you unexpectedly had to miss a test, it can only be made up if presented with an adequate reason and proof (e.g. doctor's note).
4. Having a teacher sign your athletic team form at the start of the season does not qualify as advanced notice. Speak to the teacher about each missed class prior to the game/practice scheduled.
5. Marks will be made available to students at significant points throughout the semester (end of units, mid terms, etc.). Students are expected to make clinic appointments with their teachers whenever they feel they are in need of extra help. Students who are at risk of failing will be made an Individual Promotion Plan (IPP) in collaboration with the teacher. They must follow it if they want to be successful.
6. Culminating activities and exams may only be missed with a doctor's note.
7. Plagiarized work will receive 0% and it will be reported on the student's record.
8. In order to perform well in class, students need good attendance and work skills. Students are expected to:
  - ✓ Attend every class in proper uniform
  - ✓ Come to class prepared with all necessary materials
  - ✓ Complete daily review of the day's learning and all assigned homework
  - ✓ Be responsible for any work missed (e.g. ask a classmate, catch up on reading, collect handouts)
  - ✓ Hand in work on time
  - ✓ Respect the classroom and the people in it

### Communication

Should students have any problems they, or their guardians, should feel free to contact the teacher. Your teacher is available through the following means:

Phone: (416) 396-5550 x20075  
 Office: D64  
 E-mail: scott.schillaci@tdsb.on.ca

