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# Teacher Package

## Canadian and World Studies Exemplar Task Physical Geography: Patterns, Processes, and Interactions, Grade 11, University/College Preparation (CGF3M)

### Teacher Package

**Title:** A Report on a Natural Hazard

**Time Requirement:** 5 periods of 75 minutes each

#### Expectations Addressed in the Exemplar Task

This task gives students the opportunity to demonstrate achievement of all or part of each of the following selected expectations from the Human-Environment Interactions, Global Connections, Understanding and Managing Change, and Methods of Geographic Inquiry strands.

*Students will:*

1. evaluate the impacts of natural systems on people and their activities;
2. identify and describe the mechanisms of change within the lithosphere, atmosphere, hydrosphere, and biosphere;
3. analyse local, regional, and global issues related to physical geography;
4. use written, oral, and visual communication skills to present the results of geographic inquiry and analysis effectively.

#### Description of the Task

Present students with the following scenario:

*You are an expert on a particular natural hazard (e.g., earthquakes, hurricanes, landslides, shoreline erosion, flooding). Government officials in an area or country prone to this particular natural hazard have hired you to spend some time in the area investigating the hazard from a local perspective. The government officials require you to write a report providing background information about the hazard, advice on steps to be taken (both long-term and short-term) to prepare for a recurrence of the hazard, and advice on how to deal with the aftermath of a disaster.*

### **Final Product**

Each student will submit a written report of approximately 750 words that includes the following:

- a clear identification of the particular hazard and the location investigated;
- an identification and description of the mechanisms causing the hazard at this location;
- an evaluation of the impact of this hazard on the local people and their activities;
- advice on preparation, both long-term and short-term, for a possible disaster;
- advice on the necessary steps to deal with the aftermath of a disaster;
- a hand-drawn visual (e.g., graph, diagram, picture, cross-section, map) that supports and enhances the written report;
- a bibliography.

*Note:* Although it will not be assessed as part of the exemplar task, the bibliography is an important component of the student work. Determine an appropriate bibliographic style for your students. Check that students have met your requirements in the work they submit.

### **Assessment and Evaluation**

A checklist has been provided for peer assessment (see Appendix B).

The final report will be assessed and evaluated using the task-specific rubric provided.\* Introduce the rubric to the students when you introduce the task. Review the rubric with the students and ensure that each student understands the criteria and the descriptions for achievement at each level. Allow ample time for a thorough reading and discussion of the assessment criteria outlined in the rubric.

Some students may perform below level 1. Although the rubric does not include descriptions of achievement below level 1, the characteristics of these students' work should be reviewed in relation to the criteria outlined in the rubric.

### **Teacher Instructions**

#### **Prior Knowledge and Skills Required**

To complete this task, students should have the following knowledge and skills:

- an understanding of the principal features of the earth's major components: the lithosphere, atmosphere, hydrosphere, and biosphere;
- an understanding of what constitutes a natural hazard;
- skills in collecting and organizing information from a variety of research sources;
- skills in creating accurate maps and diagrams;
- knowledge of proper report format, including referencing.

*\*The rubric is reproduced on pages 10–11 of this document.*

### **Accommodations**

Accommodations that are normally provided in the regular classroom for students with special needs should be provided in the administration of this performance task.

### **Materials and Resources**

- classroom resources (e.g., course texts, classroom notes, atlases, newspaper and magazine articles, video clips, Internet sites)
- access to a library and/or a computer lab, if available
- computer applications (e.g., ArcView GIS, MFWorks, and Canadian Geographical Explorer) to assist students with creating maps and other visuals, if available

### **Plagiarism**

It is important that you discuss copyright issues with your students. Their bibliographies must list all sources used for research, and if any quotations are taken directly from a source, they must be appropriately recognized. Copyright applies to text and visual materials taken from both the Internet and print sources. Plagiarism is defined as “using the work (or part of it) of another person and claiming it as your own”.<sup>1</sup>

## **Task Instructions**

### **Day 1**

- Discuss the performance task, Appendix A: Research Organizer, and the rubric with the students.
- Ensure that students understand the expectations, the purpose of their report, and the audience for whom they are writing (i.e., government officials).
- Lead a brainstorming session with the students on what constitutes a natural hazard, different kinds of natural hazards, the general locations where particular hazards typically occur, and the possible triggering mechanisms of the various hazards. In addition, to further their understanding, have students examine a variety of sources (e.g., newspaper and magazine articles, video clips, maps, aerial photographs, satellite images, television news reports) dealing with natural hazards.
- Have students individually select a natural hazard and a particular location that is prone to that hazard.
- Instruct students to begin their research, using the research organizer in Appendix A as a guide.

### **Day 2 and 3**

- Allow students to continue their research, reminding them that they have two days to complete it.
- Remind students that they should be considering the most appropriate visual to enhance and support their written material.
- Confer with students during this time, as required.

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1. Canadian Intellectual Property Office, Industry Canada, *A Guide to Copyrights* (Hull, Quebec: Canadian Intellectual Property Office, Industry Canada, 2000), p. 20.

**Day 4**

- Provide a brief opportunity for students to share their findings and to discuss any questions and/or concerns.
- Instruct students to complete a first draft of their report, including their visual.
- Have pairs of students edit each other's work, using the peer-editing checklist in Appendix B.
- Have students revise their own work, based on the feedback received.

**Day 5**

- Ask students to make a final copy of their report.
- Ask students to prepare their bibliography and submit it with their final report.

**List of Appendices**

Appendix A: Research Organizer

Appendix B: Peer-Editing Checklist

## Appendix A: Research Organizer

Using point form, complete each section of the organizer as you do your research.

<b>Research/Report Item</b>
Identification of the hazard and location
Mechanisms causing the hazard at this location
Visual to enhance written work
Impacts of the hazard on local people and their activities

**Research/Report Item**

Preparation for possible hazard:

Short-term:

Justification:

Long-term:

Justification:

Steps to deal with aftermath:

Justification:

**Sources Used**

## Appendix B: Peer-Editing Checklist

Criteria	Yes	No	Suggestions for Improvement
Hazard and location are identified.			
Mechanisms causing the local hazard are fully explained.			
Visual is included to enhance written work.			
Impact on local population is clearly explained.			
Advice is provided for short-term preparation for the hazard.			
Short-term steps are justified.			
Advice is provided for long-term preparation for the hazard.			

<b>Criteria</b>	<b>Yes</b>	<b>No</b>	<b>Suggestions for Improvement</b>
Long-term steps are justified.			
Steps are provided for dealing with the aftermath of the hazard.			
Steps for dealing with the aftermath are justified.			
Report is directed to an audience of government officials.			
A bibliography is included.			
Work is checked for correct spelling, grammar, and punctuation.			