

OVERVIEW

Evolution of relief

Target audience:	1st cycle of secondary school
Team or individual work:	individual work
Class time required:	2 - 75 minute periods

Educational Aim
 Allow the student to understand and appreciate the origin of the Quebec landscape relief and to understand the basic concepts of geology in order to explain a phenomenon.

Targeted disciplinary competencies:
C-2 Makes the most of his/her knowledge of science and technology

The development of competency 2 is particularly targeted by the LES. A case study is presented to the student from the very beginning of the activity sequence. He must explain the formation of relief based on scientific concepts.

Targeted cross-curricular competencies:
 No cross curricular competency is targeted in this LES

Broad Area of Learning	<p>Environmental awareness and consumer rights and responsibilities</p> <p><i>Development Axis:</i> Knowledge of the environment</p> <p>The problem allows the student to familiarise himself with the history of the Earth, to understand the evolution of the landscape and to appreciate Man's place in the scale of time since the appearance of life. As well, he can understand the origins and renewal of available resources.</p>
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Involved worlds and compulsory concept(s)	<p>Living world</p> <ul style="list-style-type: none"> • Evolution <p>Material world</p> <ul style="list-style-type: none"> • Physical transformation (dilution) • Chemical transformation (precipitation, decomposition, oxidation) • Pure substance (element, compound) <p>Earth and Space</p> <ul style="list-style-type: none"> • Internal structure of the Earth • Lithosphere • Types of rocks • Types of soils • Relief • Tectonic plates • Orogeny • Erosion
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Community	<ul style="list-style-type: none"> • Miguasha Park
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resources	<ul style="list-style-type: none">• Natural history museums• Darwin and Lamarck
Possible evaluation : An evaluation grid for the three criteria of competency 2 is supplied as an example. Since the LES is designed in view of teacher training, it is desirable to experience the activities with some students and to make the modifications deemed necessary to the students' documents and to the accompanying grid.	
Global Context: The student receives a relief diagram and must explain the possible sequence of geological events based on scientific concepts. Some knowledge acquisition activities are suggested in order to support the student in the task.	

Working Document