

LEARNING GUIDE

# TRANSFORMATIONS

## CLIMATE CHANGE

SCIENCE AND TECHNOLOGY

TSC-4062-2



IN COMPLIANCE  
WITH THE  
NEW PROGRAM

SOFAD

LEARNING GUIDE

# TRANSFORMATIONS

## CLIMATE CHANGE

SCIENCE AND TECHNOLOGY

TSC-4062-2



SOFAD

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# Table of Contents

This preview contains:

- The Table of Contents;
- The Introduction;
- The First Situation.



## CHAPTER 1

### Combatting Climate Change

It's Up to You!

#### SITUATION 1.1

GREENHOUSE EFFECT GREENHOUSE GASES

CLIMATE CHANGE

LS 1.1 – The Environmental Committee Needs You! ....	4
Exploration .....	5
Acquisition .....	7
Solution .....	14
Consolidation .....	16

#### SITUATION 1.2

THE CARBON CYCLE THE NITROGEN CYCLE

LS 1.2 – Reducing Greenhouse Gas Emissions .....	18
Exploration .....	19
Acquisition .....	20
Solution .....	28
Consolidation .....	32

KNOWLEDGE SUMMARY ..... 34

INTEGRATION ..... 38

LES..... 40



## CHAPTER 2

### Inside Chemical Reactions

The Chemistry of Global Warming

#### SITUATION 2.1

THE LAW OF CONSERVATION OF MASS

BALANCING SIMPLE CHEMICAL EQUATIONS

PHOTOSYNTHESIS AND RESPIRATION OXIDATION COMBUSTION

LS 2.1 – The Swine Industry Takes Action .....	46
Exploration .....	47
Acquisition .....	49
Solution .....	62
Consolidation .....	66

#### SITUATION 2.2 PRACTICAL ACTIVITY

CONCENTRATION

LS 2.2 – The Concentration of CO <sub>2</sub> in a Greenhouse. ....	68
Exploration .....	69
Acquisition .....	71
Solution .....	80
Consolidation .....	85

KNOWLEDGE SUMMARY ..... 86

INTEGRATION ..... 89

LES..... 92





## CHAPTER 3

### The Physical and Chemical Properties of Solutions Acidification of the Oceans

#### SITUATION 3.1 PRACTICAL ACTIVITY

**IONS** **ELECTROLYTES** **STRENGTH OF ELECTROLYTES**

**ELECTROLYTIC DISSOCIATION** **ELECTRICAL CONDUCTIVITY** **pH SCALE**

LS 3.1 – Acidification of the St. Lawrence River .....	96
Exploration .....	97
Acquisition .....	99
Solution .....	116
Consolidation .....	122

#### SITUATION 3.2

**ACID-BASE NEUTRALIZATION REACTION**

LS 3.2 – Ways to Help Save Coral Reefs .....	124
Exploration .....	125
Acquisition .....	126
Solution .....	134
Consolidation .....	137

<b>KNOWLEDGE SUMMARY</b> .....	138
--------------------------------	-----

<b>INTEGRATION</b> .....	140
--------------------------	-----

<b>LES</b> .....	144
------------------	-----



## CHAPTER 4

### The Earth's Hydrosphere and Atmosphere Climate Change Adaptation

#### SITUATION 4.1 PRACTICAL ACTIVITY

**OCEAN CIRCULATION** **GLACIER AND PACK ICE** **SALINITY**

LS 4.1 – Melting of the Greenland Ice Sheet .....	150
Exploration .....	151
Acquisition .....	153
Solution .....	164
Consolidation .....	169

#### SITUATION 4.2

**AIR MASSES** **CYCLONE AND ANTICYCLONE** **ATMOSPHERIC CIRCULATION**

LS 4.2 – Climate and Measuring Instruments.....	172
Exploration .....	173
Acquisition .....	175
Solution .....	188
Consolidation .....	194

<b>KNOWLEDGE SUMMARY</b> .....	196
--------------------------------	-----

<b>INTEGRATION</b> .....	200
--------------------------	-----

<b>LES</b> .....	204
------------------	-----



## CHAPTER 5

### Biomes

The Effects of Global Warming on Biomes

#### SITUATION 5.1

TERRESTRIAL BIOMES    FACTORS AFFECTING BIOME DISTRIBUTION

SOIL HORIZONS    PERMAFROST

LS 5.1 – Alpine Biomes .....	210
Exploration .....	211
Acquisition .....	212
Solution .....	228
Consolidation .....	232

#### SITUATION 5.2

AQUATIC BIOMES    FACTORS INFLUENCING BIOME DISTRIBUTION

POPULATION STUDY

LS 5.2 – The Mysterious Disappearance of the Northern Pike .....	234
Exploration .....	235
Acquisition .....	236
Solution .....	254
Consolidation .....	259
KNOWLEDGE SUMMARY .....	262
INTEGRATION .....	266
LES.....	270



## CHAPTER 6

### Ecology

Ecosystem Adaptations  
and Environmental Disturbances

#### SITUATION 6.1

COMMUNITY DYNAMICS    ECOSYSTEM DYNAMICS

LS 6.1 – Starlings Benefit from Ice Storm .....	278
Exploration .....	279
Acquisition .....	280
Solution .....	296
Consolidation .....	301

#### SITUATION 6.2

POPULATION STUDY (HUMANS)

LS 6.2 – Unexpected Visitors .....	304
Exploration .....	305
Acquisition .....	306
Solution .....	318
Consolidation .....	320

KNOWLEDGE SUMMARY .....

INTEGRATION .....

ACTIVITY SHEETS.....

### ADDITIONAL RESOURCES

SELF-EVALUATION ..... 339

REVIEW ..... 353

APPENDICES..... 360

GLOSSARY ..... 368

ANSWER KEY ..... 374

RUBRICS FOR  
THE COMPETENCIES ..... 439

## About this Learning Guide

Welcome to the learning guide for the *Climate Change* course. This Secondary IV course in the Science and Technology program is intended to develop your ability to deal with situations relating to key climate change issues, such as:

- disruptions in the carbon cycle and the increase in the greenhouse effect caused by human activities;
- acidification of the oceans;
- the melting of the glaciers leading to flooding;
- increased frequency of droughts and extreme climate events;
- disturbances in terrestrial and aquatic biomes, which affect various animal and plant species.

A better understanding of these issues will enable you to take action to reduce your carbon footprint and raise public awareness of climate change as part of a project you will carry out.

You will develop the following three competencies:

- Seeks answers or solutions to scientific or technological problems;
- Makes the most of his/her knowledge of science and technology;
- Communicates in the languages used in science and technology.

You are now invited to carry out the learning activities presented in the six chapters of this learning guide.

## Portailsofad.com

Video capsules and printable versions of complementary resources for this guide and the TRANSFORMATIONS collection are available on the [portailsofad](http://portailsofad.com) website. They will be useful throughout this course.



# CHAPTER ORGANIZATION

The learning process presented in each chapter allows you to make progress by building on what you learned in the previous sections. The following diagram illustrates this process and states the educational aim of each section.

## INTRODUCTION

The first page describes the context and the theme that will provide the basis for learning the new concepts introduced in the chapter.



A table of contents opposite the first page presents the knowledge to be acquired in the two learning situations and the theme of each one.

## SITUATIONS

There are two learning situations in each chapter: one is theoretical and the other is practical, in the form of an experiment. The learning process in both situations allows you to acquire new concepts and develop competencies within real-life, meaningful contexts.





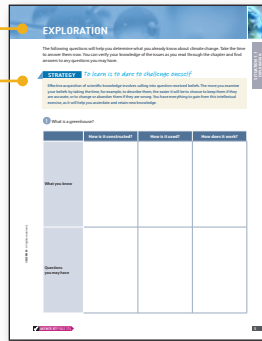
# PARTS OF A LEARNING SITUATION



## PRESENTATION OF THE LEARNING SITUATION

This page sets out the main theme of the chapter, briefly describes the context of the learning situation, and provides the information needed to complete the task.

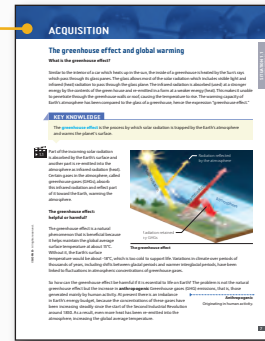
A text box describes the task to be carried out later on, in the *Resolution* section. This task is the starting point for acquiring the new knowledge that will enable you to complete it.



## EXPLORATION

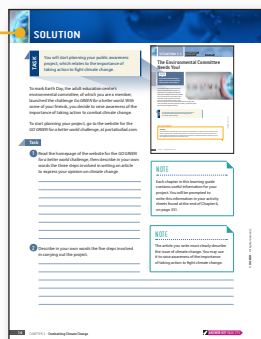
In this section you will analyze the information provided in the learning situation and identify what you already know about the topic at hand, as well as the new knowledge you will need to complete the task.

Different aspects of the investigative process in science and exploration strategies are suggested here.



## ACQUISITION

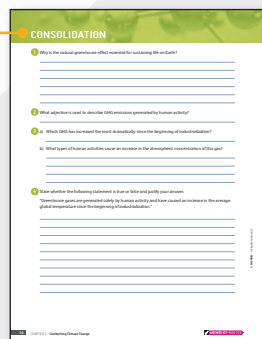
In this section, you will acquire the knowledge required to complete the task.



## SOLUTION

When you get to this section, you should have all the knowledge you need to complete the task described at the beginning of the chapter.

Additional elements of the investigative process in science and exploration strategies are suggested here.



## CONSOLIDATION

This section allows you to put into practice the knowledge covered in *Acquisition A* and *Acquisition B*. Like the *Integration* exercises, the *Consolidation* exercises also help you to develop the competencies.

## AT THE END OF EACH CHAPTER

### KNOWLEDGE SUMMARY

This section summarizes all the key concepts presented in the chapter.

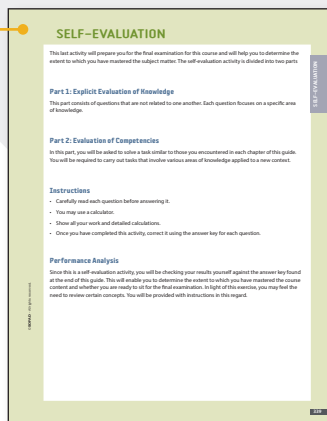
### INTEGRATION

This section includes complex exercises and scenarios that require you to apply what you have learned in the chapter.

### LES

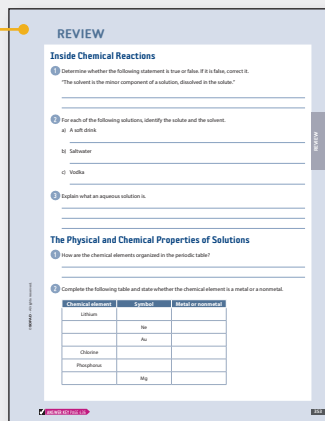
The learning and evaluation situation (LES) is a complex task similar to those that you will encounter in the final exam. It includes a rubric for the competencies (competency evaluation chart).

# ADDITIONAL MATERIALS



## SELF-EVALUATION

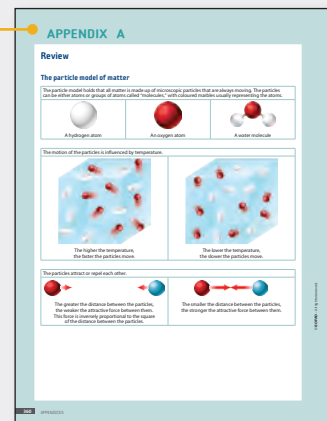
A *Self-evaluation* activity is found in the first part of the *Additional Materials* section. It is used to evaluate the knowledge you have acquired and the competencies you have developed during the course. It also helps you determine the knowledge you have mastered and the concepts you must review before doing the *Scored Synthesis Activity*.



## REVIEW

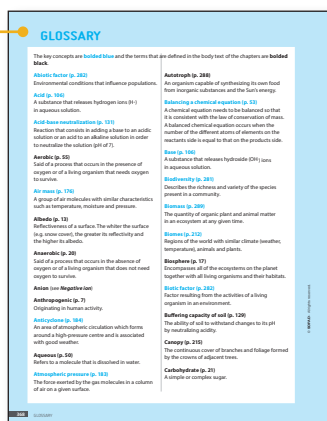
While working through the *Situation* sections, you will come across *Reminder* text boxes containing knowledge that you covered in previous courses and that you will need to understand new concepts or complete the task.

The *Review* section consists of questions that will help you to review the concepts appearing in the *Reminder* boxes.



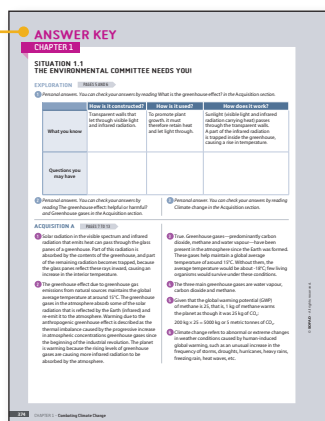
## APPENDICES

In this section, you will find additional information such as abbreviations and units of measure.



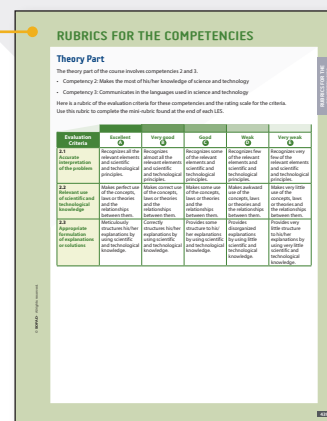
## GLOSSARY

Key concepts **bolded blue** and terms **bolded black** in the body text of the chapters also appear in the *Glossary*.



## ANSWER KEY

The *Answer Key* at the end of the guide will allow you to check your answers and steer you through the learning process. It contains the answers to the questions in the guide and detailed explanations regarding the correct procedure or line of reasoning to be used.



## RUBRICS FOR THE COMPETENCIES

There are *Rubrics for the Competencies* at the end of the guide. After completing a learning and evaluation situation, or *LES*, you can use these rubrics to evaluate your work. You can then complete the abbreviated rubric found at the end of each *LES*.

# HEADINGS

## TASK

You will start planning your awareness-raising project.

Presents the task to be carried out as part of the learning situation.

## REMINDER

### The composition of air

Pure air is a mixture ...

Refers to knowledge acquired in previous courses and to review exercises related to this *Reminder*.

## KEY KNOWLEDGE

The **greenhouse effect** is an increase in the atmospheric temperature ...

Presents new key concepts to be learned. This knowledge is prescribed by the program of studies.

## INVESTIGATIVE PROCESS

B...

The first step in the investigative process is to define the problem ...

Presents aspects of the investigative process in science that can be applied in various situations.

## STRATEGY

Consider...

When an investigative strategy involves forming an opinion ...

Presents exploratory or analytical strategies that can be applied in various situations.

## DID YOU KNOW?



Deforestation is responsible for 18% of GHG emissions worldwide ...

Encourages you to discover additional scientific, historical and cultural information related to the concepts being studied.

## TIP

To remember the charge of an anion, ...

Gives a tip that makes the task simpler, or suggests a different approach to dealing with the problem or applying the concept in question.

## NOTE

Electron transfer makes it possible for ionic bonds to form between a metal ...

Gives additional information or points out exceptions that can apply to the concept in question.



## TOOLKIT

See technique for collecting ...

Refers to the information found in the **Toolkit**.



## LABORATORY REPORT

Read the **goal** of the experiment and the steps in the **experimental procedure** ...

Refers to information to be completed in the Experimental Activity Booklet.



Refers to Web resources (sites and videos) suggested on [portailsofad.com](http://portailsofad.com).

## SCORED ACTIVITY

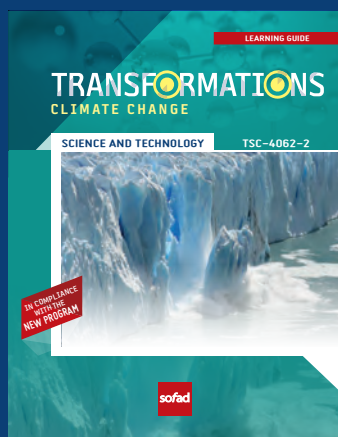
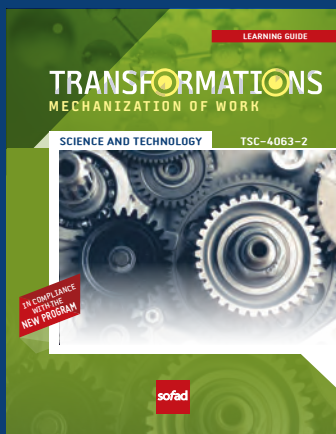
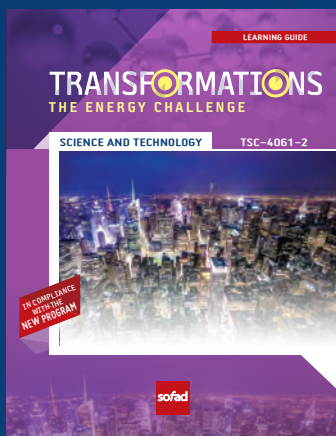
You must now do Scored Activity 1. It is available on the course website ...

Indicates that you are now ready to do the *Scored Activity* that will test your understanding of what you have learned. The *Scored Synthesis Activity* is done at the very end of the course.

These activities are presented in separate booklets. Once you have completed them, you must submit them to your teacher or tutor, who will correct them and provide feedback.



The **TRANSFORMATIONS** collection consists of all the courses in the Diversified Basic Education Program for Secondary IV and Secondary V.



**SOFAD**

The courses in the **TRANSFORMATIONS** collection feature a learning process based on the acquisition of prescribed knowledge through interesting and meaningful learning situations. The instructional approach underlying this learning process is outlined below.

PRESENTATION OF A  
LEARNING SITUATION (LS)

EXPLORATION  
OF THE LS

KNOWLEDGE  
ACQUISITION

RESOLUTION OF THE TASK  
DESCRIBED IN THE LS

CONSOLIDATION  
OF LEARNING

The knowledge and competencies to be developed become meaningful through investigations that require learners to use inductive and deductive reasoning skills. The learning guides provide a variety of simple exercises and more complex tasks that address the needs of both learners and teachers. Additional resources are available on [portailsofad.com](http://portailsofad.com).

### Components of the **TRANSFORMATIONS** collection:

- Toolkit: Print and PDF versions;
- Learning Guide: Print and PDF versions;
- Teaching Guide: PDF;
- Video clips of concepts and laboratory techniques;
- Experiment kits;
- Scored activities;
- Answer keys.

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