

SPH3U – Physics, Grade 11

GENERAL INFORMATION

Name of School: Rosedale Academy

Department: Science

Course Developer: Eli Fogle

Development Date: June 2015

Revision Date: TBD

Course Title: Physics, Grade 11

Grade: 11

Course Type: University Preparation

Course Code: SPH3U

Credit Value: 1

Curriculum Policy Document: The Ontario Curriculum Grades 11 and 12 Science, Ministry of Education 2008 (Revised)

Prerequisite: SNC2D

COURSE DESCRIPTION

This course develops students' understanding of the basic concepts of physics. Students will explore kinematics, with an emphasis on linear motion; different kinds of forces; energy transformations; the properties of mechanical waves and sound; and electricity and magnetism. They will enhance their scientific investigation skills as they test laws of physics. In addition, they will analyse the interrelationships between physics and technology, and consider the impact of technological applications of physics on society and the environment.

OVERALL EXPECTATIONS

A. SCIENTIFIC INVESTIGATION SKILLS AND CAREER EXPLORATION

Throughout this course, students will:

- A1. demonstrate scientific investigation skills (related both to inquiry and research) in the four areas of skills (initiating and planning, performing and recording, analysing and interpreting, and communicating);
- A2. identify and describe careers related to the fields of science under study, and describe the contribution of scientists including Canadian to those fields.

B. KINEMATICS

By the end of this course, students will:

- B1. analyse technologies that apply concepts related to kinematics, and assess the technologies' social and environmental impact;
- B2. investigate, in qualitative and quantitative terms, uniform and non-uniform linear motion, and solve related problems;
- B3. demonstrate an understanding of uniform and non-uniform linear motion, in one and two dimensions.

C. FORCES

By the end of this course, students will:

- C1. analyse and propose improvements to technologies that apply concepts related to dynamics and Newton's laws, and assess the technologies' social and environmental impact;
- C2. investigate, in qualitative and quantitative terms, net force, acceleration, and mass, and solve related problems.
- C3. demonstrate an understanding of the relationship between changes in velocity and unbalanced forces in one dimension.

D. ENERGY & SOCIETY

By the end of this course, students will:

- D1. analyse technologies that apply principles and concepts related to energy transformations, and assess the technologies' social and environmental impact;
- D2. Investigate energy transformations and the law of conservation of energy, and solve related

problems

D3. demonstrate an understanding of work, efficiency, power, gravitational potential energy, kinetic energy, nuclear energy, and thermal energy and its transfer (heat).

E. WAVES & SOUND

By the end of this course, students will:

E1. evaluate the impact on the human body of selected chemical substances and of environmental factors related to human activity;

E2. investigate the feedback mechanisms that maintain homeostasis in living organisms;

E3. demonstrate an understanding of the anatomy and physiology of human body systems, and explain the mechanisms that enable the body to maintain homeostasis.

F. ELECTRICITY & MAGNETISM

By the end of this course, students will:

F1. analyse the social, economic, and environmental impact of electrical energy production and technologies related to electromagnetism, and propose ways to improve the sustainability of electrical energy production;

F2. investigate, in qualitative and quantitative terms, magnetic fields and electric circuits, and solve related problems;

F3. demonstrate an understanding of the properties of magnetic fields, the principles of current and electron flow, and the operation of selected technologies that use these properties and principles to produce and transmit electrical energy.

OUTLINE OF COURSE CONTENT

	Name of Unit	Time Allocated in Hours
Unit 1	Kinematics	22
Unit 2	Forces	22
Midterm report cards		
Unit 3	Energy & Society	24
Unit 4	Waves & Sound	22
Unit 5	Electricity & Magnetism	20
	Total	110 hours

TEACHING / LEARNING STRATEGIES

A variety of teaching and learning strategies are used in this course to meet the needs of a diverse range of learners.

- Demonstrations
- Simulations
- Laboratory Activities
- Problem Solving
- Work Sheets
- Problem-Based Learning
- Interactive modules
- Inquiry Based Learning
- Experiments
- Animated Games
- Audio Presentations
- Video Presentations
- Interactive Online Activities
- Guided Internet Searches
- Case Studies
- Graphic Organizers
- Brainstorming/Mind Mapping
- Research Projects

STRATEGIES FOR ASSESSMENT AND EVALUATION OF STUDENT PERFORMANCE

Assessment as Learning	Assessment for Learning	Assessment of Learning
Student Product <ul style="list-style-type: none"> • Learning Logs • Peer Assessment • Discussion Forum Posts • Surveys • Practice worksheets 	Student Product <ul style="list-style-type: none"> • Assignments • Quizzes • Practice Problem Work Sheets • Simulator Investigations • Lab Investigations • Forum Posts • Audio presentations • Video Presentations 	Student Product <ul style="list-style-type: none"> • Assignments • Tests • Exams • Lab Reports • Audio Presentations • Video Presentations • Case studies • Research Projects
Observation <ul style="list-style-type: none"> • Class discussions • Discussion Forums • Quiz results 	Observation <ul style="list-style-type: none"> • Class discussions • Presentations 	Observation <ul style="list-style-type: none"> • Presentations • Performance tasks
Conversation <ul style="list-style-type: none"> • Whole class discussions • Student-Teacher discussions (Skype, chat) • Student-Student discussions 	Conversation <ul style="list-style-type: none"> • Student teacher conferences • Small group discussions • Whole class discussions • Pair work • Peer-feedback 	Conversation <ul style="list-style-type: none"> • Oral Presentations • Student-Teacher discussions • Forums

• Debate (Forums)	• Forums	
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FINAL GRADE

The percentage grade represents the quality of the students' overall achievement of the expectations for the course and reflects the corresponding achievement as described in the achievement chart for science.

1. Term work will be 70% of the overall grade for the course;
2. The final written exam will be worth 30% of the grade.

Achievement Categories

Knowledge & Understanding	22%	Thinking & Investigation	32%
Communication	21%	Application	25%

Achievement Chart

A Summary Description of Achievement in Each Percentage Grade Range And Corresponding Level of Achievement

Percentage Grade Range	Achievement Level	Summary Description
80–100%	Level 4	A very high to outstanding level of achievement. Achievement is above the provincial standard.
70–79%	Level 3	A high level of achievement. Achievement is at the provincial standard.
60–69%	Level 2	Moderate level of achievement. Achievement is below, but approaching the provincial standard.
50–59%	Level 1	A passable level of achievement. Achievement is below the provincial standard
Below 50%	Level R	Insufficient achievement of curriculum expectations. A credit will not be granted

RESOURCES REQUIRED BY THE STUDENT

SPH3U Online Course of Study

Scientific calculator

PROGRAM PLANNING CONSIDERATION

Role of Technology in the Curriculum

Rosedale Academy courses leverage the power of information and communication technologies to provide rich, dynamic learning experiences. Students explore, evaluate and create concepts and works using a wide array of digital tools. They demonstrate their learning through text, video, voice and visual assignments that teach multi-literacy and media skills. Students also enhance their computer and technology skills in ways that are useful for their future academic and personal pursuits.

Teachers at Rosedale Academy get to know their learners, provide rich, descriptive feedback and assess student contributions and products AS, FOR and OF learning through digital technologies. They enable rapid feedback and communication at any time without borders in our global community.

Tool	Use	Benefit
Discussion forums	Whole class discussion (written)	Creates a record of each student's contributions.
Group activities	Small group collaboration and discussions.	Encourages student participation.
Live Skype sessions	Teacher leads the lesson with students as a class. Teacher holds reviews sessions with whole class or individuals.	Observations of whole class and individual students. Assessment for learning.
Computer Simulations	Individual or class exploration and visualization of concepts relating to the curriculum.	Allows hands-on exploration and investigation as an alternative learning strategy.
Online Lab Investigations	Application of concepts relating to the curriculum.	Allows students to experience laboratory environment in an online setting and apply proper laboratory techniques.
Learning Modules	Students explore content in an interactive manner with built-in assessments as they progress.	Students can navigate content at their own pace and assess their own learning along the way.
Articulate Storyline Presentations	Content is presented in an interactive manner with multimedia elements and assessments built-in.	Varied presentation style caters to different types of learners. Students can assess their own learning as they progress.
Glossary	Vocabulary reference and recording.	Allows students to reference key course vocabulary.

English as a Second Language

Rosedale Academy provides students with comprehensive ESL support to enhance their proficiency with the English language.

- All Rosedale Academy instructional materials and resources are designed with English Language Learners in mind. Online and face-to-face instructional resources make use of differentiated learning methods and carefully structured language. These resources support English language development as students are taking credit courses in all academic fields.
- Teachers at Rosedale Academy provide a variety of accommodations for English Language Learners. These accommodations include: extended time for tests and exams; chunking of assignments and tests; a safe space for asking questions; formative feedback; mini-lessons in spelling, sentence structure and grammar; and access to ESL resources and expert discussion.
- The self-paced delivery method of this course allows students to take the time that they require to engage in meaningful participation while still enjoying the enriching experience of working in an online global classroom.
- All teachers at Rosedale Academy are responsible for helping students to develop their ability to use English in academic courses.

Career Education

This course promotes skills effective for a variety of careers and informs students of some of the career opportunities where oral and written communication is considerable assets. Students will learn how to use English to inform audiences about ideas, persuade audiences to change their opinion or buy a product, and to formulate ideas. Students will also understand the importance of social media in their search for future education and career opportunities. Finally, this course also helps to prepare students for university application by providing a unit that helps them write a persuasive application essay. Beyond the immediate needs of the student, this also course focuses on demonstrating the value of English in jobs like business where clear communication is highly valued.

Academic Integrity

Students are expected to maintain high standards of honesty and academic integrity throughout their participation in all courses. This includes avoiding any instance of fraud, plagiarism and cheating. Rosedale Academy takes the following steps to ensure academic integrity:

- Students provide photo identification
- Course assignments include audio and video components
- Teachers Skype weekly with their classes
- Students are encouraged and supported to develop original work
- Exams are proctored by adults in trusted positions

When a teacher has reasonable grounds to believe that a student has violated these standards, the school principal will review the incident and, if needed, enforce disciplinary procedures. More information about *Academic Honesty* may be found in section 5.3 of the school calendar.

Late and Missed Assignment

Independent students have up to 12 months to complete a course. There are no set deadlines for course assignments. Students can proceed through each course at their own pace, but all course requirements must be completed prior to writing their final exam.

Cohort students follow a schedule in each course. This schedule specifies the due dates for all assignments. Students may request an extension if they are unable to meet a specific due date. Rosedale Academy reserves the right to deny any request. Late or missed assignments are not accepted without a valid reason.