

SNC2D – Science, Grade 10

GENERAL INFORMATION

Name of School: Rosedale Academy

Department: Science

Course Developer: Eli Fogle

Development Date: August, 2016

Revision Date: TBD

Course Title: Science, Grade 10

Grade: 10

Course Type: Academic

Course Code: SNC2D

Credit Value: 1

Curriculum Policy Document: The Ontario Curriculum Grades 9 and 10 Science, Ministry of Education 2008 (Revised)

Prerequisite: SNC1D or SNC1P

COURSE DESCRIPTION

This course enables students to enhance their understanding of concepts in biology, chemistry, earth and space science, and physics, and of the interrelationships between science, technology, society, and the environment. Students are also given opportunities to further develop their scientific investigation skills. Students will plan and conduct investigations and develop their understanding of scientific theories related to the connections between cells and systems in animals and plants; chemical reactions, with a particular focus on acid–base reactions; forces that affect climate and climate change; and the interaction of light and matter.

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 a variety of careers related to the fields of science under study, and identify scientists, including Canadians who have made contributions to those fields.

B. BIOLOGY: TISSUES, ORGANS AND SYSTEMS OF LIVING THINGS

By the end of this course, students will:

- B1. evaluate the importance of medical and other technological developments related to systems biology, and analyse their societal and ethical implications;
- B2. investigate cell division, cell specialization, organs, and systems in animals and plants, using research and inquiry skills, including various laboratory techniques;
- B3. demonstrate an understanding of the hierarchical organization of cells, from tissues, to organs, to systems in animals and plants.

C. CHEMISTRY: CHEMICAL REACTIONS

By the end of this course, students will:

- C1. analyse a variety of safety and environmental issues associated with chemical reactions, including the ways in which chemical reactions can be applied to address environmental challenges;
- C2. investigate, through inquiry, the characteristics of chemical reactions;
- C3. demonstrate an understanding of the general principles of chemical reactions, and various ways to represent them.

D. EARTH & SPACE SCIENCE: CLIMATE CHANGE

By the end of this course, students will:

- D1. analyse some of the effects of climate change around the world, and assess the effectiveness of initiatives that attempt to address the issue of climate change;
- D2. investigate various natural and human factors that influence Earth's climate and climate change;

D3. demonstrate an understanding of natural and human factors, including the greenhouse effect, that influence Earth's climate and contribute to climate change.

E. PHYSICS: LIGHT AND GEOMETRIC OPTICS

By the end of this course, students will:

E1. evaluate the effectiveness of technological devices and procedures designed to make use of light, and assess their social benefits;

E2. investigate, through inquiry, the properties of light, and predict its behaviour, particularly with respect to reflection in plane and curved mirrors and refraction in converging lenses;

E3. demonstrate an understanding of various characteristics and properties of light, particularly with respect to reflection in mirrors and reflection and refraction in lenses.

OUTLINE OF COURSE CONTENT

	Name of Unit	Time Allocated in Hours
Unit 2	Biology: Tissues, Organs & Systems of Living Things	30
Unit 3	Chemistry: Chemical Reactions	28
Midterm report cards		
Unit 4	Earth & Space Science: Climate Change	25
Unit 5	Physics: Light & Geometric Optics	27
	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 • Oral test questions • 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	25%	Thinking & Investigation	25%
Communication	25%	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

SNC2D Online Course of Study

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.
Padlet	Bulletin board activities showing content found around the internet	Allows a space for collaborative research for students and an opportunity to share ideas and resources
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.