



**Ontario eSecondary School  
Course Outline  
2020-2021**

<b>Ministry of Education Course Title: Science - Academic</b>	
<b>Ministry Course Code: SNC2D</b>	
<b>Course Type: Academic</b>	
<b>Grade: 10</b>	
<b>Credit Value: 1.0</b>	
<b>Prerequisite(s): Science, Grade 9, Academic (SNC1D) Science, Grade 9, Academic (SNC1P)</b>	
<b>Department: Science</b>	
<b>Course developed by: Ting Li</b>	<b>Created August 1<sup>st</sup>, 2019</b>
<b>Length: One Semester</b>	<b>Hours: 110</b>
This course has been developed based on the following Ministry documents: <ol style="list-style-type: none"><li>1. <i>Science, The Ontario Curriculum, Grades 9 and 10, 2008, (revised)</i></li><li>2. <i>Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools (2010)</i></li><li>3. <i>Learning for All (2013)</i></li></ol>	

### **COURSE DESCRIPTION/RATIONALE**

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.

**Prerequisite:** Science, Grade 9, Academic or Applied

### **Overall Curriculum Expectations**

By the end of this course, students will:

#### **A: Scientific Investigation Skills and Career Exploration**

- A1. demonstrate scientific investigation skills (related to both 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**

- 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**

- 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 and Space Science: Climate Change**

- 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**

- 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.

## COURSE CONTENT

<i>Unit</i>	<i>Length</i>
Unit 1: Biology	31 hours
Unit 2: Physics	24 hours
Unit 3: Earth and Space Science	14 hours
Unit 4: Chemistry	29 hours
	<b>2 Hours exam</b>
	<b>10 Hours Culminating Task</b>
<b>Total</b>	<b>110 hours</b>

### Unit Descriptions

#### Unit 1: Biology

Students will demonstrate an understanding of the ways in which plants and animals, including humans, are made of specialized cells, tissues, and organs that are organized into systems. They will also evaluate the social and ethical implications of developments in medicine and medical technology.

#### Unit 2: Physics

Students will demonstrate an understanding of the characteristics and properties of light that can be manipulated with mirrors and lenses for a range of uses. They will also explore the ways in which society has benefited from the development of a range of optical devices and technologies.

#### Unit 3: Earth and Space Science

Students will demonstrate an understanding that Earth's climate is dynamic and is the result of interacting systems and processes. They will explore how global climate change is influenced by both natural and human factors. Students will also investigate the variety of ways climate change affects living things and natural systems. Finally, they will assess the impact of human activity on climate change and to identify effective courses of action to reduce this impact.

#### Unit 4: Chemistry

Students will demonstrate an understanding of the predictable ways in which chemicals react. They will also explore how chemical reactions may have a negative impact on the environment, but they can also be used to address environmental challenges.

### The students will experience a variety of activities:

**Video presentations** and technological aids with videos embedded to enrich the course content and clarify concepts and skills being studied.

**Practice (formative) quizzes** as a review for students with access to answers for timely feedback to help reinforce the concepts and skills being studied.

**Inquiry activities** that will allow students to develop/practice problem solving and critical thinking skills, as well as enrich the course content and clarify concepts and skills being studied.

**Visuals and graphic organizers** are a great way for students to demonstrate their knowledge of subject matter through graphic organizers, pictures, and texts.

### **Individual Activities**

Individual activities allow the teacher to accommodate interests and needs and to access the progress of individual students. The teacher plays an important role in supporting these activities through the provision of ongoing feedback to the students, both orally and in writing. These activities include the following in the course:

**Research** is completed in an online environment and the use of using reliable sources/A.P.A. formatting is reinforced.

**Individual assignments** - the teacher can support the student in these activities with ongoing feedback.

**Oral presentations** are facilitated through the use of video conferencing and video recording.

**Practical extension and application of knowledge** helps students develop their own voice, and gives them the ability to make personal connections, and connections to the world throughout their course.

## **ASSESSMENT, EVALUATION, AND REPORTING**

**Assessment:** The process of gathering information that accurately reflects how well a student is achieving the identified curriculum expectations. Teachers provide students with descriptive feedback that guides their efforts towards improved performance.

**Evaluation:** Assessment of Learning focuses on Evaluation which is the process of making a judgement about the quality of student work on the basis of established criteria over a limited, reasonable period of time.

**Reporting:** Involves communicating student achievement of the curriculum expectations and Learning Skills and Work Habits in the form of marks and comments as determined by the teacher's use of professional judgement.

## **STRATEGIES FOR ASSESSMENT**

Assessment practices can nurture students' sense of progress and competency and information instruction. Many diagnostic tools, e.g. checklists and inventories, are used at regular intervals throughout the units to encourage students' understanding of their current status as learners and to provide frequent and timely reviews of their progress.

Teachers are encouraged to share goals with students early in the course and to connect Unit learning experiences frequently and explicitly with big ideas, overall expectations, and performance tasks.

## **ASSESSMENT ACTIVITIES**

- Virtual lab assignments
- Individual conference meetings
- Practice (formative) worksheet
- Oral presentations
- Research projects (STSE focused)
- Inquiry Assignments
- Tests & Exam

## **EVALUATION**

The final grade will be determined as follows:

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- Seventy percent of the grade will be based on evaluation conducted throughout the course. This portion of the grade should reflect the student's most consistent level of achievement throughout the course, although special consideration will be given to more recent evidence of achievement.
- Thirty percent of the grade will be based on a final evaluation administered at or towards the end of the course. This evaluation will be based on evidence from a combination of the following: an examination and a performance task, an essay, and/or another method of evaluation suitable to the course content. The final evaluation allows the student an opportunity to demonstrate comprehensive achievement of the overall expectations for the course.

(*Growing Success: Assessment, Evaluation and Reporting in Ontario Schools*. Ontario Ministry of Education Publication, 2010 p.41)

Weightings	
<b>Course Work</b>	<b>70</b>
Knowledge/Understanding	21
Thinking/Inquiry	21
Communication	14
Application	14
<b>Final</b>	<b>30</b>
Performance Task	10
Final Exam	20

## TERM WORK EVALUATIONS (70%)

The overview below outlines all Assessment and Evaluation activities for each unit of the course. The following weighting system should be applied when generating a student's mark:

### AFL/AAL/AOL Tracking sheet:

#### Unit 1: Biology

AAL	AFL	AOL
KWL Chart	Plant and Animal Cells problem set	Cell Structure Worksheet
Plant and Animal Cells Labelling	Cell Division Worksheet	
Cell Specialization & Stem Cell worksheet		
Cancer and Treatment Worksheet		
Digestive System Worksheet		
Circulatory System Worksheet		
Respiratory System Worksheets		

#### Unit 2: Physics

AAL	AFL	AOL
Worksheet	PHET Submission	Unit 2: Physics - STSE Project

KWL Chart	2.4 Gizmos Reflection Submission	
Plane Mirrors Worksheet	2.5 Gizmos Reflection Submission	
	2.6 Gizmos Reflection Submission	

**Unit 3: Climate Change**

AAL	AFL	AOL
KWL Chart	Gizmos Reflection Submission	Unit 3: Global Warming - Culminating Activity

**Unit 4: Chemistry**

AAL	AFL	AOL
Worksheet	Solving for Subatomic particles	Unit 4: The Chemistry Game - Culminating Activity
KWI Chart	Gizmos Reflection Submission	
4.4 Worksheet	Molecular Compounds Worksheet	
	Gizmos Reflection Submission	

**Finals**

AOL
Culminating Activity
Final Exam

## CONSIDERATION FOR PROGRAM PLANNING

### PLANNING SCIENCE PROGRAMS FOR STUDENTS WITH SPECIAL EDUCATION NEEDS

Classroom teachers are the key educators of students who have special education needs. They have a responsibility to help all students learn, and they work collaboratively with special education teachers, where appropriate, to achieve this goal. Special Education Transformation: The Report of the Co-Chairs with the Recommendations of the Working Table on Special Education, 2006 endorses a set of beliefs that should guide program planning for students with special education needs in all disciplines. Those beliefs are as follows: All students can succeed. Universal design and differentiated instruction are effective and interconnected means of meeting the learning or productivity needs of any group of students. Successful instructional practices are founded on evidence-based research, tempered by experience.

### PROGRAM CONSIDERATIONS FOR ENGLISH LANGUAGE LEARNERS

Ontario schools have some of the most multilingual student populations in the world. The first language of approximately 20 per cent of the students in Ontario’s English language schools is a language other than English. Ontario’s linguistic heritage includes several Aboriginal languages; many African, Asian, and European languages; and some varieties of English, such as Jamaican Creole. Many English language learners were born in Canada and raised in families and communities in which languages other than English were spoken, or in which the variety of English spoken differed significantly from the English of Ontario classrooms. Other English language learners arrive in Ontario as newcomers from other countries; they may have experience of highly sophisticated educational systems, or they may have come from regions where

access to formal schooling was limited. When they start school in Ontario, many of these students are entering a new linguistic and cultural environment.

### **THE ROLE OF TECHNOLOGY IN THE SCIENCE PROGRAM**

Information and communications technologies (ICT) provide a range of tools that can significantly extend and enrich teachers' instructional strategies and support students' language learning. ICT tools include multimedia resources, databases, Internet websites, digital cameras, and word-processing programs. Tools such as these can help students to collect, organize, and sort the data they gather and to write, edit, and present reports on their findings. Information and communications technologies can also be used to connect students to other schools, at home and abroad, and to bring the global community into the local classroom. Whenever appropriate, therefore, students should be encouraged to use ICT to support and communicate their learning.

### **ACCOMMODATIONS**

Accommodations will be based on meeting with parent, teachers, administration and external educational assessment report. The following three types of accommodations may be provided:

- Instructional accommodations:** such as changes in teaching strategies, including styles of presentation, methods of organization, or use of technology and multimedia.
- Environmental accommodations:** such as preferential seating or special lighting.
- Assessment accommodations:** such as allowing additional time to complete tests or assignments or permitting oral responses to test questions.

Other examples of modifications and aids, which may be used in this course, are:

- Provide step-by-step instructions.
- Help students create organizers for planning tasks.
- Allow students to report verbally using a voice or video recording.
- Permit students a range of options for reporting tasks.
- Provide opportunities for enrichment.