

TDSB
Name of Department: Biology, Chemistry
Curriculum Leader: C. Papaiconomou
Teacher(s): A. Fedor, S. Harris,
C. Papaiconomou
Year(s): 2015-2016



Pre-requisites: SNC2D
Textbook: Chemistry 11 (Nelson)
Phone: (416) 393-9500
Office Hours: before school, at lunch,
after school

Grade 11 Chemistry, University

COURSE DESCRIPTION

This course enables students to deepen their understanding of chemistry through the study of the properties of chemicals and chemical bonds; chemical reactions and quantitative relationships in those reactions; solutions and solubility; and atmospheric chemistry and the behaviour of gases. Students will further develop their analytical skills and investigate the qualitative and quantitative properties of matter, as well as the impact of some common chemical reactions on society and the environment.

OVERALL EXPECTATIONS

Matter, Chemical Trends, and Chemical Bonding

Every element has predictable chemical and physical properties determined by its structure.
The type of chemical bond in a compound determines the physical and chemical properties of that compound.
It is important to use chemicals properly to minimize the risks to human health and the environment.

Chemical Reactions

Chemicals react in predictable ways.
Chemical reactions and their applications have significant implications for society and the environment.

Quantities in Chemical Reactions

Relationships in chemical reactions can be described quantitatively.
The efficiency of chemical reactions can be determined and optimized by applying an understanding of quantitative relationships in such reactions.

Solutions and Solubility

Properties of solutions can be described qualitatively and quantitatively, and can be predicted.
Living things depend for their survival on the unique physical and chemical properties of water.
People have a responsibility to protect the integrity of Earth's water resources.

Gases and Atmospheric Chemistry

Properties of gases can be described qualitatively and quantitatively, and can be predicted.
Air quality can be affected by human activities and technology.
People have a responsibility to protect the integrity of Earth's atmosphere.

SPECIFIC DEPARTMENT INFORMATION

Students should bring the following materials to science class: pens, pencils, eraser, scientific calculator, lined paper, ruler and a 3 ring binder.

For more information about activities at Lawrence Park CI visit:
<http://schoolweb.tdsb.on.ca/lawrenceparkci/Home.aspx>

ASSESSMENT AND EVALUATION STRATEGIES

ACADEMIC HONESTY: CHEATING AND PLAGIARISM

All students in the Toronto District School Board are expected to submit their own work for evaluations. Cheating and plagiarism will not be condoned. To ensure a full understanding of academic honesty students are expected to:

- seek clarification from teachers about actions that constitute plagiarism
- seek assistance when their research skills need improvement
- understand the penalties for academic dishonesty and plagiarism; and
- ensure that all their work is original and that they cite sources accurately and consistently

Consequences for academic misconduct could result in assignments of a lower grade (including zero), failure in a course and removal from a course and/or suspension from school.

EVALUATION OF LATE OR MISSED ASSIGNMENTS

Students are responsible for their own behaviour and for completing and submitting work for evaluation on time. Students must make themselves aware of each due date and the ultimate deadline which is the last opportunity a student has for submitting an assignment for evaluation.

Teachers support students in the development of their skills and work habits that make them successful learners. Teachers, students and parents will work together and use a number of strategies to ensure that students complete their work and submit it on time. Students must also understand that there are consequences for incomplete, missing and late assignments. When a number of strategies have been tried, marks may be deducted up to and including the full value of the assignment.

MISSED EVALUATIONS

It is the student's responsibility to make arrangements, ahead of time, for any evaluations that may be missed. If a student misses a test due to an illness or family emergency, then that student must bring a note signed by a parent/guardian with a phone number where they can be reached in the evening. Also, that student will be expected to write a make-up test immediately upon return to school. Missed exams require a medical note that states the student was medically incapable of writing an exam.

PURPOSE OF ASSESSMENT

The term assessment is used to mean a set of actions undertaken by the teacher and student to gather information about student learning.

ASSESSMENT FOR LEARNING

Assessment *for* learning is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go, and how best to get there.

ASSESSMENT AS LEARNING

Assessment *as* learning focuses on the explicit fostering of students' capacity over time to be their own best assessors. This type of assessment occurs frequently and in an ongoing manner and helps students reflect on their learning and set individual goals for learning.

ASSESSMENT OF LEARNING

Assessment *of* learning is the assessment that becomes public and results in the student's overall grade. This type of assessment occurs at or near the end of a period of learning, and may be used to inform further instruction.

LEARNING SKILLS

Skills such as responsibility, organization, independent work, collaboration, initiative, and self-regulation are assessed on an ongoing basis. Good attendance, academic integrity, homework and timely assignment completion are also crucial to the success of the student.

COURSE EVALUATION

Course Work – 70%

Ongoing **assessment of learning** will occur to allow students the opportunity to be successful. Your achievement will be assessed during each unit to determine how well you are progressing towards achieving course expectations. Course work will be assessed using the four learning categories: 1) Knowledge/Understanding; 2) Thinking/Inquiry 3) Communication and 4) Application. The weighting of each learning category varies by subject and course.

Descriptive feedback from your teacher will enable you to improve. Assessment of learning in course work will determine 70% of your overall grade. Examples of tasks used to determine this mark may include: tests, assignment, reflections, essays etc.

Learning Categories

<u>Knowledge and Understanding</u>	<u>24.5%</u>
<u>Thinking/Inquiry</u>	<u>24.5%</u>
<u>Communication</u>	<u>10.5%</u>
<u>Application</u>	<u>10.5%</u>

Culminating Task – 30%

Culminating Task: Final Exam (30%)

You are expected to take part in the course culminating activity. This will allow you the opportunity to demonstrate your achievement of all the course expectations. The Culminating Task will determine 30% of your overall grade in this course. Examples of culminating tasks are an argumentative research paper, final exam, presentation etc.