

Grade 10 Academic Science

1. Course Details

Lawrence Park C.I.



TDSB

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Textbooks:
Investigating Science 10 (Pearson)
(replacement cost \$75)

Date revised: September 2011

Course Name:
Gr. 10 Academic Science

Course Code: SNC 2D

Prerequisite Course Code:
SNC 1D, SNC 1P

Credit Value: 1

Essential Resource Materials:
Course textbook

2. Overall Goals

Overall Expectations:
By the end of this course students will:

Overall curriculum expectations for this can be found at: www.edu.gov.on.ca

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.

3. Learning Skills and Work Habits

Evaluated on Report Card as:
E (excellent); G (good); S (satisfactory); N (needs improvement)

The Learning Skills demonstrated by a student in every course are evaluated in the following six categories: Responsibility, Organization, Independent Work, Collaboration, Initiative, and Self-Regulation. The Learning Skills are evaluated using a four-point scale. The goal for each student is to improve Learning Skills which will translate into improved student's overall success.

In addition, completion of the assigned homework/assignments on time will contribute to student's success. We also know that regular attendance in all classes is essential for success; please avoid scheduling appointments during school time.

Students are expected to demonstrate academic honesty on all assignments, presentations, tests, and examinations. Students who cheat or plagiarize will receive a mark of zero for the assignment, presentation, test, or examination.

Responsibility	The Student: <ul style="list-style-type: none">- fulfils responsibilities and commitments within the learning environment;- completes and submits class work, homework, and assignments according to agreed-upon timelines;- takes responsibility for and manages own behaviour.
Organization	The Student: <ul style="list-style-type: none">- devises and follows a plan and process for completing work and tasks;- establishes priorities and manages time to complete tasks and achieve goals;- identifies, gathers, evaluates, and uses information, technology, and resources to complete task
Independent Work	The Student: <ul style="list-style-type: none">- independently monitors, assesses, and revises plans to complete tasks and meet goals;- uses class time appropriately to complete tasks;- follows instructions with minimal supervision

Collaboration	<p>The Student:</p> <ul style="list-style-type: none"> - accepts various roles and an equitable share of work in a group; - responds positively to the ideas, opinions, values, and traditions of others; - builds healthy peer-to-peer relationships through personal and media-assisted interactions; - works with others to resolve conflicts and build consensus to achieve group goals; - shares information, resources, expertise and promotes critical thinking to solve problems and make decisions
Initiative	<p>The student:</p> <ul style="list-style-type: none"> - looks for and acts on new ideas and opportunities for learning; - demonstrates the capacity for innovation and a willingness to take risks; - demonstrates curiosity and interest in learning; - approaches new tasks with a positive attitude; - recognizes and advocates appropriately for the rights of self and others
Self-Regulation	<p>The student:</p> <ul style="list-style-type: none"> - sets own individual goals and monitors progress towards achieving them; - seeks clarification or assistance when needed; - assesses and reflects critically on own strengths, needs, and interests; - identifies learning opportunities, choices, and strategies to meet personal goals.

4. Teaching/Assessment and Evaluation Strategies – Course Work (70%)

Students will demonstrate achievement of all the overall expectations of the course. Missed and/or incomplete assignments will have an impact on the final grade where there are a significant number of curriculum expectations that have not been evaluated because of missed assignments. Timelines and units may be adjusted to accommodate student needs. Teachers may deduct marks for late assignments, to a total of 10% of the value of the assignment. Late assignments will not be accepted after the assignment has been taken up in class or the marked assignment has been returned to the class, at which point a mark of zero may be applied.

Unit #	Culminating Tasks	Achievement Chart Focus	Timelines
1. Biology: Tissues, Organs, and Systems	<p>May include:</p> <ul style="list-style-type: none"> - Tests 	Knowledge/Understanding Thinking Communication Application	10 weeks
2. Chemistry: Chemical Reactions	<ul style="list-style-type: none"> - Assignments - Projects - Labs 		10 weeks
3. Physics: Optics			10 weeks
4. Earth and Space Science: Climate Change			5 weeks

4. Teaching/Assessment and Evaluation Strategies – Final Evaluation (30%)

All students must take part in the culminating activities for each course at every grade level of study

Summative Tasks	Achievement Chart Focus	Weighting
Final June Exam	Knowledge/Understanding Thinking Communication Application	30 %

5. Achievement Chart

Achievement Categories For Course Work	Description	Weighting
Knowledge/Understanding	<ul style="list-style-type: none"> - knowledge of facts and terms - understanding concepts, principles, and theories - understanding of relationships between concepts 	40 %
Thinking	<ul style="list-style-type: none"> - critical thinking skills(analyzing, detecting bias) - creative thinking (problem solving) - inquiry skills (formulating questions; conducting research; analyzing, interpreting, and evaluating information; drawing conclusions) 	20 %
Communication	<ul style="list-style-type: none"> - communication of information and ideas - use of visuals and technology – multimedia - oral communication (debates, discussions, listening skills, role-playing) - written communication (short essays, writing in role) 	20 %
Application	<ul style="list-style-type: none"> - application of concepts, skills, and procedures - transfer of concepts, skills, and procedures to new ideas - making logical conclusions or generalizations - making predictions and planning course of action 	20 %

6. Term Grades for Provincial Reports throughout the Year

The grade for each term/reporting period is based on the evaluations that have been conducted to that point in the course and will be preliminary and tentative. They will be based on the most consistent level of achievement to that point in time, but some of the overall expectations, strands, and units will not have been addressed. The students' grades will most likely change when the students' entire work is evaluated by the end of the course.

Reporting Cycle

Reporting Cycle 1:	September 6 th – November 11 th Report Card – November 21 st
Reporting Cycle 2:	November 14 th – January 24 th Report Card – February 16 th
Reporting Cycle 3:	January 25 th – March 30 th Report Card – April 18 th
Reporting Cycle 4:	April 2 nd – June 24 th Final Report Card pick up from July 4 th - 13th
Review Days:	June 25 th and 26 th (9-11 am only)

7. Communication

In addition to class time, students can receive additional assistance from:

- Subject teachers by appointment before/after school, during lunch hour;
- Homework Club - every Tuesday and Thursday from 3:20 – 4:30pm in room 223;
- FIFI - Find It Finish It from 8:35 – 9:35am on November 9th, January 25th, March 28th, and May 16th