Canada World Education

Course Outline

Course: GR. 10 Science			
Grade: 10	**Type: U** C M O E	**Credit Value:** 1 **Credit hours:** 110	**Course code:**SNC2D **Dept:** Science
Teacher: Mahi Patel		**Development date:** Aug. 2020	
Course Reviser: J.F. Michaud **Date:** September 2020		**Prerequisites:** Science SNC1D Grade 9, Academic	

Resources Required: electronic device with internet access
Text book: none required
Supplementary resources:
Nelson, Science Perspectives 10

Ministry Curriculum Documents:
- The Ontario Curriculum Grades 9 and 10 Science
  Growing Success – Assessment, Evaluation and Reporting in Ontario
  Schools-2010
- Learning for All – A Guide to Effective Assessment and Instruction for All
  Students, Kindergarten to Grade 12, 2001
- Environmental Education: Scope and Sequence of Expectations, 2017
- Course Descriptions and Prerequisites, Grades 9 to 12, 2018
- Equity and Inclusive Education in Ontario Schools: Guidelines for Policy
  Development and Implementation
- Financial Literacy: Scope and Sequence of Expectations, Grades 9-12, 2016
- First Nations, Métis, and Inuit Connections – Scope and Sequence of
  Expectations, 2016
- Health and Safety: Scope and Sequence of Expectations, Grades 9–12, 2017

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

By the end of this course,students will:

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.

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.

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.

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.

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 :

Unit: 1 Scientific investigation and career exploration	**Hours: 6.5**
Unit: 2 Biology: Tissues, Organs, and Systems of Living Things	**Hours: 25**
Unt: 3 Chemistry: Chemical Reactions	**Hours: 30**
Unit: 4 Earth and Space Science: Climate Change	**Hours:17**
Unit: 5 Physics: Light and Geometric Optics	**Hours: 30**
Exam	**Hours:1.5**
	Total hours:110

All components of the course are delivered online

Mark reporting

Student marks will be posted online so that parents and students can see student progress and current marks through a secure reporting software.

Mark breakdown

Evaluations Throughout the course: 70% of final grade

Final Evaluation: 30% of final grade

The term work and Exam will be broken down in the following skill Categories:

Knowledge and Understanding   30%

Thinking   20%

Communication   20%

Application   30%

The activities completed during the course will account for the following percentages:

Assignments   22%

Quizzes   15%

Tests   23%

Exam   30%

Achievement levels

Level 1 50-59%	Level 2 60-69%	Level 3 70-79%	Level 80-100%

Teaching and Learning Strategies

Teachers use a variety of teaching strategies to maximize student learning. The following teaching strategies will be used in this course:

Teacher will utilize instruction that both responds to the characteristics of a diverse group of students and is precisely tailored to the unique strengths and needs of each student can be achieved using the principles and guidelines associated with three instructional approaches:

1) Universal Design for Learning (UDL),

2) differentiated instruction, and

3) the tiered approach to prevention and intervention. (Learning for All, Kindergarten to Grade 12: For more info please see http://www.edu.gov.on.ca/eng/general/elemsec/speced/LearningforAll2013.pdf)

What are UDL-aligned strategies? https://goalbookapp.com/toolkit/strategies

• UDL-aligned strategies are instructional methods and tools used by teachers to ensure that ALL students have an equal opportunity to learn. All of our strategies are aligned with Universal Design for Learning (UDL) guidelines. These guidelines help you to select strategies that remove barriers in instruction so that all students can achieve their learning goals.

 • Differentiated Instruction is based on the idea that because students differ significantly in their interests, learning styles, and readiness to learn, it is necessary to adapt instruction to suit these differing characteristics. Teachers can differentiate one or a number of the following elements in any classroom learning situation (Tomlinson, 2004): the content of learning (what students are going to learn, and when); the process of learning (the types of tasks and activities); the products of learning (the ways in which students demonstrate learning); the affect/environment of learning (the context and environment in which students learn and demonstrate learning). (http://edugains.ca/newsite/di/index.html)

Teaching and learning strategies adopted should be appropriate to the course type and should reflect an appropriate balance of theoretical components, practical applications for the course and appropriate to the range of student learning.

Helping students become self-directed.

In order to address the unique learning styles of students in this course, a variety of activities and learning experiences should be offered, including, but not restricted to: questioning, demonstrations, role-plays, simulations, co-operative group learning, brainstorming, discussion, peer coaching, interviewing, reflective writing, reflective thinking exercises, concept mapping, reading, tutoring, direct instruction, one-on-one teaching, and experiential learning.

Teachers will find ways throughout the course for students to make authentic learning connections with their other courses, the school, local community and the world at large.**Examples of teaching strategies:**

• Brainstorming	• Media Presentation
• Be the teacher	• Peer feedback
• Case Studies	• Planning and writing analytical pieces of work
• Computer technology – reports, spreadsheets, flow charts , data bases, electronic presentation;	• Provide specialized vocabulary
• Conferences	• Reading: read for meaning
• Documentaries/Videos /Ted Talks/Video critique	• Reading: to develop the ability to use specialized vocabulary
• Flexible Grouping	• Research Project –individual

• Focus Groups–Informal discussions based on focus questions • Formal Debates/Informal debates • Graphic Organizers • Group critique • Group Discussions • Independent Study • Informal Debates • Internet Based Research/Investigation • Interview • Investigative and inquiry questions	• Research Project-group • Role-play • Seminar • Skype interviews • Socratic Teaching • Structured discussion • Think-Pair Share • UDL-Aligned Strategies (see https://goalbookapp.com/toolkit/strategies) • Write or give a personal perspective in discussions

Assessment & Evaluation of Student Performance

Assessment & Evaluation

The primary purpose of assessment and evaluation is to improve student learning and to help students assume responsibility for their learning.

Mid-term and final marks are determined through evaluations or Assessments *of* Learning, which typically occur towards the end of a unit and end of the term. During the learning process, information about a student's learning is gathered and used by the teacher and student to inform decisions that affect goal setting and teaching in the classroom. The data gathered as Assessment *as* Learning and Assessment *for* Learning do not carry a mark weight, but do play a crucial role in student success as they help inform the teacher about each student's progress. All types of assessments allow teachers to provide descriptive feedback that is clear, specific, meaningful, and timely to support improved learning and achievement.

Learning Skills and Work Habits (responsibility, organization, independent work, collaboration, initiative, self-regulation) will be reported by a letter (E = Excellent, G = Good, S = Satisfactory, N = Needs Improvement). These skills and habits support a high level of success in meeting the course expectations in addition to contributing to the development of positive life and work skills for the future.

Assessment as Learning	Assessment for Learning
Student Product ● Entrance tickets ● Graphic organizers-KWL ● Journal ● Peer assessment ● Peer editing checklist	**Student Product** ● 3-Minute Pause ● Assignments ● Diagnostic Assessment ● Exit tickets ● Graphic organizers

- Pre-tests/Diagnostic tests
- Quizzes
- Reflections
- Rough drafts
- Self assessment
- Self-proofreading using a checklist
- Practical task

- Homework
- Journals/Letters/Emails
- Know, WonderLearn (KWL)
- Learning Logs
- Presentation (PPT/Prezi..)
- Problem solving
- Quiz/problem solving
- Vocabulary notebook
- Project
- Practical task

Observation
- Checklist/Feedback for group discussion
- Peer rating on presentations
- Teacher anecdotal feedback
- Teacher feedback for a task
- Teacher rating for a task
- Whole class discussion

Observation
- Class discussions
- Demonstrations
- Informal debate
- Performance tasks
- Presentations
- Role Play

Conversation
- Student teacher conversations
- Questioning
- Moderated group discussions
- Peer-Oral feedback

Conversation
- Brainstorming
- Debate
- Focused Conversations
- Oral pre-tests
- Oral quizzes
- Interviews
- Pair work
- Group work
- Portfolio conferencing
- Student teacher conferences

Considerations for Program Planning

- Individual Education Plan: Accommodations to meet the needs of exceptional students as set out in their Individual Education Plan will be implemented within the classroom program. Additional assistance is available through tutoring.

- The Role of Technology in the Curriculum. Using information technology will assist students in the achievement of many of the expectations in the curriculum regarding research, written work, analysis of information, and visual presentations.

- **English As a Second Language (ESL):** Appropriate accommodations in teaching, learning, and evaluation strategies will be made to help ESL students gain proficiency in English.

- Programs will involve an open, collaborative, activity-based approach to teaching that accommodates students' interests, aspirations, and learning styles. Activities will be designed to include both individual and team approaches, with emphasis on equity and inclusive education, financial literacy, careers, and health and safety.

Program Planning Characteristics

- knowledge and skilled based
- developmentally appropriate to the learner
- inquiry based
- holistic, taking the whole student attributes such as cognitive, emotional, social and physical.
- transformational, helping students grow and reach their potential
- inclusive, engaging all students
- differentiated to meet students learning and motivational needs
- well documented, information shared on an ongoing basis with students and parents

Technological Devices:

Any device with windows 8 or newer will work on the software used for all courses.

For Online courses Electronic devices are necessary to access the course content and lessons. However, it is strongly recommended that students use other means such as paper and pencil when comprehension skills are required.

CWEC supports the use of technology to enhance learning, but the use of such electronic technology in the classroom is at the discretion of the teacher. Working together we can ensure the appropriate use of technology by all members of our school community.