



A. Y. Jackson S. S.  
www.ayjackson.ca

## SCH 4U1 CHEMISTRY Grade 12, University

### General Course Information

|                                |  |
|--------------------------------|--|
| Prerequisite:                  | SCH3U1 Grade 11 Chemistry  |
| Department:                    | Science: Biology/Chemistry                                       |
| Extra Help:                    | Every lunch period and after school (by appointment) in Room 268 |
| Textbook and Replacement Cost: | Chemistry McGraw-Hill \$100                                      |
| Material Required:             | Safety goggles, notebook, lab book                               |
| Course Fee:                    | None   |

### Course Description

This course enables students to deepen their understanding of chemistry through the study of organic chemistry, energy changes and rates of reaction, chemical systems and equilibrium, electrochemistry, and atomic and molecular structure. Students will further develop problem-solving and laboratory skills as they investigate chemical processes, at the same time refining their ability to communicate scientific information. Emphasis will be placed on the importance of chemistry in daily life, and on evaluating the impact of chemical technology on the environment.

The course is organized into 5 strands:

Organic Chemistry, Structure and Properties of Matter, Energy Changes and Rates of Reaction, Chemical Systems and Equilibrium and Electrochemistry

A detailed list of the course expectations can be found at

[http://www.edu.gov.on.ca/eng/curriculum/secondary/2009science11\\_12.pdf](http://www.edu.gov.on.ca/eng/curriculum/secondary/2009science11_12.pdf)

### Assessment and Evaluation

To promote student success, ongoing assessment and feedback will be given regularly to the students. A variety of assessment and evaluation strategies will be used in this course, including tests, quizzes, labs, assignments/projects, presentations and a final exam. Expectations will be evaluated based on the provincial curriculum expectations and the achievement levels outlined in the ministry document.

Expectations are organized into four categories of knowledge and skills. The categories and their corresponding weighting is as follows:

|                             |     |
|-----------------------------|-----|
| Knowledge and Understanding | 40% |
| Thinking                    | 20% |
| Communication               | 20% |
| Application                 | 20% |

Each student's final mark will be in the form of a percentage grade based on their achievement in the 4 categories on the achievement chart. The breakdown of the final mark is as followed:

|                  |     |
|------------------|-----|
| Term Evaluation  | 70% |
| Final Evaluation | 30% |

The final Evaluation will be completed during the final 6 weeks of the course and may include a variety of summative activities including an exam, a presentation, a seminar, or an essay or another writing assignment.

In addition to students' performance in the achievement categories, students will also be assessed on their performance in the following learning skills:

- Responsibility
- Organization
- Independent Work
- Collaboration
- Initiative
- Self-Regulation

For specific policies on assessment and evaluation, and academic honesty, please refer to *School Procedures* in the student agenda.

### Department Policies



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**Late Assignments**

Students must communicate with the teacher in advance if they anticipate that an assignment will be late. Different situations will require specific decisions based on professional judgment. Late assignments will not be accepted after the assignment has been taken up in class or the marked assignment has been returned.

**Missed Evaluations**

A student who misses an evaluation must submit upon return to class a parental/guardian note or a doctor's note detailing the reason for the absence and acknowledging the missed evaluation. The student may have the opportunity to demonstrate their proficiency of the learning expectations at a later date, at the teacher's discretion. This may or may not be in the same format as the original evaluation. The teacher will determine the time and form in which the evaluation will take place.