



GEORGE S. HENRY ACADEMY COURSE OUTLINE

COURSE NAME



| | | | |
|--------------------|-----------|---------------------|--------|
| COURSE CODE | SNC 2D | GRADE | 10 |
| TEACHER(S) | Mr. Jones | CREDIT VALUE | 1 |
| DEPARTMENT | Science | PREREQUISITE | SNC 1D |

COURSE DESCRIPTION:

This course allows students to develop an understanding of basic concepts in: Biology; Chemistry; Environmental Science and Physics (Light and Optics).

COMMUNICATION

Please direct all questions or concerns regarding student progress or program of study to the course teacher, Mr. Jones. Please call the main office to leave a message at 416-395-3240. Department information and links to teacher websites are available through the school website: <http://schools.tdsb.on.ca/gshenry> or download our new school APP.

CONCRETE LEARNING RESOURCES

On Science 10

DIGITAL LEARNING RESOURCES

-Henry School App
-Google Classroom

GEORGE S. HENRY ACADEMY'S COURSE WORK POLICY

For each evaluation, Mr. Jones will inform students of the **due date** and the **ultimate deadline**. The ultimate deadline is the last opportunity for students to submit an assignment for evaluation. Teachers may also use a variety of other methods for dealing with late and missed assignments at their discretion.

Strategies to assist students in meeting deadlines include:

- Peer tutoring
- Using the school app
- Using a personal agenda
- Seeking extra help from teachers
- Requesting for assistance with time management and organizational skills
- Getting help from parents/guardians
- Getting help from a caring adult in the school

ASSESSMENT AND EVALUATION OF STUDENT ACHIEVEMENT

Each course follows an achievement chart which enables teachers to make judgements about student work that are based on clear performance standards and on a body of evidence collected over time. Additional information can be found on the Ministry of Education website noted within the course description.

ACHIEVEMENT CHART CATEGORIES

Knowledge and Understanding (K & U): Subject-specific content acquired in each course (knowledge), and the comprehension of its meaning and significance (understanding)

Thinking (T): The use of critical and creative thinking skills and/or processes

Communication (C): The conveying of meaning through various forms

Application (A): The use of knowledge and skills to make connections within and between various contexts

COURSE WORK (70% of your overall grade)

| Categories | % | Possible Assessments of Learning |
|------------------|-----------|---|
| K & U | 21 | <p>Knowledge of content (facts, terms, procedural skills, use of tools) <i>Ex. (Use of relevant scientific terms. Proper use of Microscope)</i></p> <p>Understanding of content (Understanding of Scientific concepts) <i>Ex. (Using scientific terminology to articulate science specific discussions)</i></p> |
| T | 21 | <p>Use of planning skills – understanding the problem (e.g., formulating and interpreting the problem, making conjectures) – making a plan for solving the problem <i>Ex. (Showing all calculations/order of operations)</i></p> <p>Use of processing skills – carrying out a plan (e.g., collecting data, questioning, testing, revising, modelling, solving, inferring, forming conclusions) – looking back at the solution (e.g., evaluating reasonableness, making convincing arguments, reasoning, justifying, proving, reflecting) <i>Ex. (writing a lab report)</i></p> <p>Use of critical/creative thinking processes (e.g., problem solving, inquiry) <i>Ex. (Asking relevant questions)</i></p> |
| C | 14 | <p>Expression and organization of ideas and information (e.g., clarity of expression, logical organization), using oral, visual, and written forms (e.g., pictorial, graphic, dynamic, numeric, algebraic forms; concrete materials) <i>Ex. (Writing lab reports/Biological drawings)</i></p> <p>Communication for different audiences and purposes (e.g., peers, teachers) and purposes (e.g., to present data, justify a solution, express a mathematical argument) in oral, visual, and written forms <i>Ex. (Participation in class discussions)</i></p> <p>Use of conventions (e.g., terms, symbols) in oral, visual, and written forms</p> |
| A | 14 | <p>Application of knowledge and skills in familiar contexts <i>Ex. (Relating scientific knowledge to the world around them)</i></p> <p>Transfer of knowledge and skills to new contexts <i>Ex. (Learning chemistry is based on building on previous knowledge and applying it to new concepts.)</i></p> <p>Making connections within and between various contexts (e.g., connections between concepts, representations, and forms within science; connections involving use of prior knowledge and experience; connections between science, other disciplines, and the real world) <i>Ex. (Applying knowledge of scientific concepts to real world issues such as climate change)</i></p> |

FINAL EVALUATION (30% of your overall grade)

| Type | Description | % |
|---------------------|--|----|
| Culminating Task(s) | Unit specific assignment designed to demonstrate knowledge and understanding of the material covered in that unit. There are four units in Textbook. | 15 |
| Exam | Combination of all four units outlined in the Textbook. | 15 |

UNITS OF STUDY/COURSE ROAD MAP (subject to change)**Unit 1 Title: Cells, Tissues, Organs and Organ Systems of Living Things**

| | |
|--|--|
| Quizzes (3 – 4) | Mostly:K/U, T/I and some Com. and App. |
| Lab Investigations – Research assignment | Communication and Inquiry |
| Unit Test | All four categories of assessment |

Unit 2 Title: Chemical Reactions

| | |
|--------------------|--|
| Quizzes (3 – 4) | Mostly:K/U, T/I and some Com. and App. |
| Lab Investigations | Communication and Inquiry |
| Unit Test | All four categories of assessment |

Unit 3 Title: Climate Change

| | |
|--------------------------|--|
| Quizzes (3 – 4) | Mostly:K/U, T/I and some Com. and App. |
| Investigative Activities | Communication and Inquiry |
| Unit Test | All four categories of assessment |

Unit 4 Title: Light and Geometric Optics

| | |
|--------------------------|--|
| Quizzes (3 – 4) | Mostly:K/U, T/I and some Com. and App. |
| Investigative Activities | Communication and Inquiry |
| | |

Final 30 % - Culminating Activity:

| | |
|---------------------------------|-------------------------------------|
| Culminating Activities | Unit specific assignments (4 Units) |
| Examination : Final Examination | Combination of all four categories |

GEORGE S. HENRY ACADEMY'S LATE & MISSED EVALUATION POLICY

It is the responsibility of the student to make arrangements with Mr. Jones for any missed course material and/or assignments. Extenuating circumstances will be considered on a case-by-case basis.

GEORGE S. HENRY ACADEMY'S ACADEMIC DISHONESTY POLICY

Cheating and plagiarism will not be condoned. For more information, refer to the Academic Honesty Policy found in the Student Handbook. The Student Handbook can be found in the George S. Henry Academy app.

SPECIALIST HIGH SKILLS MAJOR (SHSM) REQUIREMENTS

| GRADE 11 AND 12 CREDITS | ENVIRONMENT | HEALTH & WELLNESS | HOSPITALITY & TOURISM |
|--|-------------|-------------------|-----------------------|
| Major Credits | 4 | 4 | 4 |
| English (<i>including a CLA*</i>) | 2 | 1 | 1 |
| Mathematics (<i>including a CLA</i>) | 1 | 1 | 1 |
| Science or Social Sciences and Humanities (<i>including a CLA</i>) (May be substituted with 1 coop credit) | - | 1 | - |
| Business Studies or Science (<i>including a CLA</i>) (May be substituted with 1 coop credit) | | | 1 |
| Cooperative Education | 2 | 2 | 2 |
| TOTAL | 9 | 9 | 9 |

*Contextualized Learning Activity