



**Ontario eSecondary School
Course Outline
2019-2020**

Ministry of Education Course Title: Chemistry, University Preparation	
Ministry Course Code: SCH3U	
Course Type: University Preparation	
Grade: 11	
Credit Value: 1.0	
Prerequisite(s): SNC2D, Grade 10 Science, Academic Level	
Department: Science	
Course developed by: Sara McCormick	Date: March 6th, 2019
Length: One Semester	Hours: 110
This course has been developed based on the following Ministry documents: <ol style="list-style-type: none">1. <i>Science, The Ontario Curriculum, Grades 11 and 12, 2008, (revised)</i>2. <i>Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools (2010)</i>3. <i>Learning for All (2013)</i>	

COURSE DESCRIPTION/RATIONALE

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.

Prerequisite: Science, Grade 10, Academic

OVERALL CURRICULUM EXPECTATIONS

Scientific Investigation Skills and Career Exploration

By the end of the course, students will:

- 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)

Matter, Chemical Trends, and Chemical Bonds

By the end of this course, students will:

- analyse the properties of commonly used chemical substances and their effects on human health and the environment, and propose ways to lessen their impact;
- investigate physical and chemical properties of elements and compounds, and use various methods to visually represent them;
- demonstrate an understanding of periodic trends in the periodic table and how elements combine to form chemical bonds.

Chemical Reactions

By the end of this course, students will:

- analyse chemical reactions used in a variety of applications, and assess their impact on society and the environment;
- investigate different types of chemical reactions;
- demonstrate an understanding of the different types of chemical reactions.

Quantities in Chemical Reactions

By the end of this course, students will:

- analyse processes in the home, the workplace, and the environmental sector that use chemical quantities and calculations, and assess the importance of quantitative accuracy in industrial chemical processes;
- investigate quantitative relationships in chemical reactions, and solve related problems;
- demonstrate an understanding of the mole concept and its significance to the quantitative analysis of chemical reactions.

Solutions and Solubility

By the end of this course, students will:

- analyse the origins and effects of water pollution, and a variety of economic, social, and environmental issues related to drinking water;
- investigate qualitative and quantitative properties of solutions, and solve related problems;
- demonstrate an understanding of qualitative and quantitative properties of solutions.

Gases and Atmospheric Chemistry

By the end of this course, students will:

- analyse the cumulative effects of human activities and technologies on air quality, and describe some Canadian initiatives to reduce air pollution, including ways to reduce their own carbon footprint;
- investigate gas laws that explain the behaviour of gases, and solve related problems;
- demonstrate an understanding of the laws that explain the behaviour of gases.

COURSE CONTENT

<i>Unit</i>	<i>Length</i>
Unit 1: Matter, Chemical Trends, and Chemical Bonding	21 hours
Unit 2: Chemical Reactions	15 hours
Unit 3: Quantities in Chemical Reactions	20 hours
Unit 4: Solutions and Solubility	22.5 hours
Unit 5: Gases and Atmospheric Chemistry	22.5 hours
Unit 6: Course Review	4.0 hours
Summative Performance Task & Final Exam	5.0 hours
Total	110 Hours

UNIT DESCRIPTIONS

UNIT 1: MATTER, CHEMICAL TRENDS, AND CHEMICAL BONDING

In this unit, students will investigate physical and chemical properties of elements and compounds, and use various methods to visually represent them. Students will also demonstrate an understanding of periodic trends in the periodic table and how elements combine to form chemical bonds. Lastly, students will analyse the properties of commonly used chemical substances and their effects on human health and the environment, and propose ways to lessen their impact.

UNIT 2: CHEMICAL REACTIONS

In this unit, students will investigate different types of chemical reactions and demonstrate an understanding of the different types of chemical reactions. Lastly, students will analyse chemical reactions used in a variety of applications, and assess their impact on society and the environment.

UNIT 3: QUANTITIES IN CHEMICAL REACTIONS

In this unit, students will investigate quantitative relationships in chemical reactions, and solve related problems. Students will also demonstrate an understanding of the mole concept and its significance to the quantitative analysis of chemical reactions. Lastly, students will analyse processes in the home, the workplace, and the environmental sector that use chemical quantities and calculations, and assess the importance of quantitative accuracy in industrial chemical processes.

UNIT 4: SOLUTIONS AND SOLUBILITY

In this unit, students will demonstrate an understanding of qualitative and quantitative properties of solutions. Students will also investigate qualitative and quantitative properties of solutions, and solve

related problems. Lastly, students will analyse the origins and effects of water pollution, and a variety of economic, social, and environmental issues related to drinking water.

UNIT 5: GASES AND ATMOSPHERIC CHEMISTRY

In this unit, students will demonstrate an understanding of the laws that explain the behaviour of gases. Students will also investigate gas laws that explain the behaviour of gases, and solve related problems. Lastly, students will analyse the cumulative effects of human activities and technologies on air quality, and describe some Canadian initiatives to reduce air pollution, including ways to reduce their own carbon footprint.

The students will experience a variety of activities:

Video presentations and technological aids (research) with videos embedded to enrich the course content and clarify concepts and skills being studied.

Diagnostic and review activities (audio and video taping) can be student-lead or teacher lead to work as a review for students through audio and video made to share among each other to help reinforce the concepts and skills being studied.

Inquiry activities that will allow students to develop/practice problem solving and critical thinking skills, as well as enrich the course content and clarify concepts and skills being studied.

Brainstorming, visuals and graphic organizers are a great way for students to demonstrate their knowledge of subject matter through graphic organizers, pictures, and texts.

Individual Activities

The teacher should provide a variety of individual assignments to expand and consolidate the learning that takes place in the whole-class and small group activities. Individual activities allow the teacher to accommodate interests and needs and to assess the progress of individual students. The teacher plays an important role in supporting these activities through the provision of ongoing feedback to the students, both orally and in writing. Teachers are encouraged to include individual activities such as the following in the course:

Research is completed in an online environment and the use of using reliable sources/A.P.A. formatting is reinforced.

Individual assignments - the teacher can support the student in these activities with ongoing feedback.

Oral presentations are facilitated through the use of video conferencing and video recording.

Practical extension and application of knowledge helps students develop their own voice, and gives them the ability to make personal connections, and connections to the world throughout their course.

e-Portfolios are used in which the student can self-reflect on their subject matter, and see their progress over time. It allows students a different medium of presenting their thoughts and skills learned.

ASSESSMENT, EVALUATION, AND REPORTING

Assessment: The process of gathering information that accurately reflects how well a student is achieving the identified curriculum expectations. Teachers provide students with descriptive feedback that guides their efforts towards improved performance.

Evaluation: Assessment of Learning focuses on Evaluation, which is the process of making a judgement about the quality of student work on the basis of established criteria over a limited, reasonable period of time.

Reporting: Involves communicating student achievement of the curriculum expectations and Learning Skills and Work Habits in the form of marks and comments as determined by the teacher's use of professional judgement.

STRATEGIES FOR ASSESSMENT

Assessment practices can nurture students' sense of progress and competency and information instruction. Many diagnostic tools, e.g. checklists and inventories, are used at regular intervals throughout the units to encourage students' understanding of their current status as learners and to provide frequent and timely reviews of their progress.

Units conclude with unit tests and performance tasks (student designed inquiry projects and lab reports). Teachers are encouraged to share goals with students early in the course and to connect Unit learning experiences frequently and explicitly with big ideas, overall expectations, and performance tasks. The teacher could also involve students in the discussion, modification, or creation of rubrics, and teach students to use rubrics as a learning tool that can support the writing process and practice.

ASSESSMENT ACTIVITIES

- You Try! Self-check problems
- Homework assignments
- Individual conference meetings
- Diagnostic quizzes
- e-Portfolio contributions (including oral and written submissions)
- Oral presentations (conferences)
- Research projects (STSE focused)
- Inquiry Projects
- Tests & Exam

EVALUATION

The final grade will be determined as follows:

- ❑ Seventy per cent of the grade will be based on evaluation conducted throughout the course. This portion of the grade should reflect the student’s most consistent level of achievement throughout the course, although special consideration will be given to more recent evidence of achievement.
- ❑ Thirty per cent of the grade will be based on a final evaluation administered at or towards the end of the course. This evaluation will be based on evidence from one or a combination of the following: an examination, a performance, an essay, and/or another method of evaluation suitable to the course content. The final evaluation allows the student an opportunity to demonstrate comprehensive achievement of the overall expectations for the course.

(*Growing Success: Assessment, Evaluation and Reporting in Ontario Schools*. Ontario Ministry of Education Publication, 2010 p.41)

Weightings	
Course Work	70
Knowledge/Understanding	21
Thinking/Inquiry	17.5
Communication	10.5
Application	21
Final	30
Performance Task	10
Final Exam	20

TERM WORK EVALUATIONS (70%)

The overview below outlines all Assessment and Evaluation activities for each unit of the course. The following weighting system should be applied when generating a student’s mark:

Assignments – 3

STSE Projects - 4

Unit Tests & Inquiry Projects – 6

Expectations

Carefully review the following expectations for all students with respect to mandatory AOL submissions.

1. **Unit Tests** - All students must write the Unit Test for each Unit.
2. **Inquiry Labs** – Two inquiry term Inquiry Labs will be completed (in Units 2 and 4).
3. **STSE Activities** – Two STSE Projects will be completed (in Units 3 and 5).

Unit 1 Assessment & Evaluation Overview

	Assessment for Learning	Assessment as Learning	Assessment of Learning	
			Activity	Assessment Category
1-Atomic Structure	ePortfolio – Atomic Theory Summary Chart			
2– Isotopes	1. You Try! Problems [Self-Check Answers] 2. Lesson Problem Set [Self-Check Answers]			
3- Periodic Table Trends	ePortfolio -Assignment – Gizmos Activity w/ submission box			I/C
4 – Nomenclature	1. You Try! Problems [Self-Check Answers] 2. Lesson Problem Set [Self-Check Answers]		Nomenclature Quiz (Online)	K
5 –Bonds & Drawing Lewis Structures	1. Gizmos (2) – Ionic Bonds and Covalent Bonds You Try! Problems [Self-Check Answers] 2. Lesson Problem Set [Self-Check Answers]			
6 – Introduction to Experimental Design	Lab Report	ePortfolio [Inquiry Reflection Checklist]		
7 – Polar Bonds & Molecules	1. You Try! Problems [Self-Check Answers] 2. Lesson Problem Set [Self-Check Answers]			
8 – Intermolecular Forces	1. You Try! Problems [Self-Check Answers] 2. Lesson Problem Set [Self-Check Answers] 3. ePortfolio [Lab Scenario]			
14 - Unit 1 Review	Unit Review [Self-Check Answers]	ePortfolio [Success Criteria Checklist]		
15 - Unit 1 Summative Evaluation			Unit Test	K/A

Unit 2 Assessment & Evaluation Overview

Lesson	Assessment for Learning	Assessment as Learning	Assessment of Learning	
			Activity	Assessment Category
1-Introduction to Chemical Reactions	1. You Try! Problems [Self-Check Answers] 2. Balancing Simulation 3. Lesson Problem Set [Self-Check Answers]			I/C
2– Synthesis and Decomposition Reactions	1. You Try! Problems [Self-Check Answers] 2. Lesson Problem Set [Self-Check Answers]			
3- Single Displacement Reactions	1. You Try! Problems [Self-Check Answers] 2. Lesson Problem Set [Self-Check Answers]			
4 – Double Displacement Reactions	1. You Try! Problems [Self-Check Answers] 2. Lesson Problem Set [Self-Check Answers]	Quiz (Online)		K
5 –Combustion Reactions	1. You Try! Problems [Self-Check Answers]	ePortfolio - Incomplete Combustion and Pollutants	Chemical Reactions Assignment	I/C K/A
6 - Unit 2 Review	Unit Review [Self-Check Answers]	ePortfolio [Success Criteria Checklist]		
7 - Unit 2 Summative Evaluation			Lab Report Unit Test	I/C K/A

Unit 3 Assessment & Evaluation Overview

Lesson	Assessment for Learning	Assessment as Learning	Assessment of Learning	
			Activity	Assessment Category
1-The Mole – Part I	1. You Try! Problems [Self-Check Answers] 2. Lesson Problem Set [Self-Check Answers]			

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2– The Mole – Part II	1. You Try! Problems [Self-Check Answers] 2. Lesson Problem Set [Self-Check Answers]	Online quiz		
3- Percent Composition	1. You Try! Problems [Self-Check Answers] 2. Lesson Problem Set [Self-Check Answers]			I/C
4 – Empirical & Molecular Formula	1. You Try! Problems [Self-Check Answers] 2. Lesson Problem Set [Self-Check Answers]			
5 –Stoichiometry	1. You Try! Problems [Self-Check Answers] 2. Gizmos Activity		Assignment (dropbox required)	A
6 – Limiting Reactant & Percent Yield	1. You Try! Problems [Self-Check Answers] 2. Gizmos Activity 3. Lesson Problem Set [Self-Check Answers]			
7 – STSE Assignment			STSE Project	I/C
8 - Unit 3 Review	Unit Review [Self-Check Answers]	ePortfolio [Success Criteria Checklist]		
9 - Unit 3 Summative Evaluation			Unit Test	K/A

Unit 4 Assessment & Evaluation Overview

Lesson	Assessment for Learning	Assessment as Learning	Assessment of Learning	
			Activity	Assessment Category
1- Describing Solutions	1. Gizmos Activity			
2– Concentration	1. You Try! Problems [Self-Check Answers] 2. Lesson Problem Set [Self-Check Answers]			
3- Solubility Curves	1. You Try! Problems [Self-Check Answers] 2. Lesson Problem Set [Self-Check Answers]		Solubility Curves	I/C
4 – Concentration and Dilution	1. You Try! Problems [Self-Check Answers]			

	2. e-Portfolio Submission using Poodl 3. Lesson Problem Set [Self-Check Answers]			
5 – Net Ionic Equations	1. You Try! Problems [Self-Check Answers] 2. Gizmos Activity			
6 – Solution Stoichiometry	1. You Try! Problems [Self-Check Answers] 2. Lesson Problem Set [Self-Check Answers] ePortfolio – Real World Neutralization Reactions w/submission box			A/C
7 – Acids & Bases	1. ePortfolio - Independent Learning Activity 2. Self-Check Quiz			
8 - Titration				
9 - Unit 4 Review	Unit Review [Self-Check Answers]	ePortfolio [Success Criteria Checklist]		
10 - Unit 4 Summative Evaluation			Lab Report Unit Test	K/A

Unit 5 Assessment & Evaluation Overview

Lesson	Assessment for Learning	Assessment as Learning	Assessment of Learning	
			Activity	Assessment Category
1- Volume, Temperature and Pressure	1. You Try! Problems [Self-Check Answers] 2. Lesson Problem Set [Self-Check Answers] 3. ePortfolio Activity			
2– Boyle’s, Charles’ and Gay-Lussac’s Laws	1. You Try! Problems [Self-Check Answers] 2. Lesson Problem Set [Self-Check Answers] 3. ePortfolio Activity			
3- Combined Gas Law	1. You Try! Problems [Self-Check Answers]			

	2. Lesson Problem Set [Self-Check Answers]			
4 – Gas Mixtures and Dalton’s Law of Partial Pressure	1. You Try! Problems [Self-Check Answers] 2. Lesson Problem Set [Self-Check Answers] 3. Online quiz		ePortfolio Assignment – Real-world applications of gas laws (Video or audio recording)	
5 – Ideal Gases and the Ideal Gas Law	1. You Try! Problems [Self-Check Answers] 2. ePortfolio - Simulation Activity 3. Lesson Problem Set [Self-Check Answers]			
6 – Reactions of Gases and Gas Stoichiometry	1. Simulation Activity 2. You Try! Problems [Self-Check Answers] 3. Lesson Problem Set [Self-Check Answers]			
7 – STSE Assignment			STSE Project	I/C
8 - Unit 5 Review	Unit Review [Self-Check Answers]	ePortfolio [Success Criteria Checklist]		
9 - Unit 5 Summative Evaluation			Unit Test	K/A

CONSIDERATION FOR PROGRAM PLANNING

PLANNING SCIENCE PROGRAMS FOR STUDENTS WITH SPECIAL EDUCATION NEEDS

Classroom teachers are the key educators of students who have special education needs. They have a responsibility to help all students learn, and they work collaboratively with special education teachers, where appropriate, to achieve this goal. Special Education Transformation: The Report of the Co-Chairs with the Recommendations of the Working Table on Special Education, 2006 endorses a set of beliefs that should guide program planning for students with special education needs in all disciplines. Those beliefs are as follows: All students can succeed. Universal design and differentiated instruction are effective and interconnected means of meeting the learning or productivity needs of any group of students. Successful instructional practices are founded on evidence-based research, tempered by experience.

PROGRAM CONSIDERATIONS FOR ENGLISH LANGUAGE LEARNERS

Ontario schools have some of the most multilingual student populations in the world. The first language of approximately 20 per cent of the students in Ontario’s English language schools is a language other than English. Ontario’s linguistic heritage includes several Aboriginal languages; many African, Asian, and European languages; and some varieties of English, such as Jamaican Creole. Many English language learners were born in Canada and raised in families and communities in which languages other than English were spoken, or in which the variety of English spoken differed significantly from the English of Ontario classrooms. Other English language learners arrive in Ontario as newcomers from other countries; they may have experience of highly sophisticated educational systems, or they may have come from regions where

access to formal schooling was limited. When they start school in Ontario, many of these students are entering a new linguistic and cultural environment.

THE ROLE OF TECHNOLOGY IN THE SCIENCE PROGRAM

Information and communications technologies (ICT) provide a range of tools that can significantly extend and enrich teachers' instructional strategies and support students' language learning. ICT tools include multimedia resources, databases, Internet websites, digital cameras, and word-processing programs. Tools such as these can help students to collect, organize, and sort the data they gather and to write, edit, and present reports on their findings. Information and communications technologies can also be used to connect students to other schools, at home and abroad, and to bring the global community into the local classroom. Whenever appropriate, therefore, students should be encouraged to use ICT to support and communicate their learning.

ACCOMMODATIONS

Accommodations will be based on meeting with parent, teachers, administration and external educational assessment report. The following three types of accommodations may be provided:

- Instructional accommodations:** such as changes in teaching strategies, including styles of presentation, methods of organization, or use of technology and multimedia.
- Environmental accommodations:** such as preferential seating or special lighting.
- Assessment accommodations:** such as allowing additional time to complete tests or assignments or permitting oral responses to test questions.

Other examples of modifications and aids, which may be used in this course, are:

- Provide step-by-step instructions.
- Help students create organizers for planning tasks.
- Allow students to report verbally using a voice or video recording.
- Permit students a range of options for reporting tasks.
- Provide opportunities for enrichment.