



# Course Outline

**Course Code:** SCH4U  
**Course Title:** Chemistry, Grade 12, University Preparation  
**Department:** Science  
**Course Type:** University **Credit Value:** 1  
**Grade:** 12  
**Prerequisite(s):** Chemistry, Grade 11, University Preparation

**School Name:** Grey Highlands Secondary School **Phone:** 519-924-2721 548  
**Teacher:** Tanya Betts **School Policies:** <http://tinyurl.com/ghss-policy>  
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## Ministry Curriculum Policy Document

The Ontario Curriculum, Grades 11 and 12: Science, 2008 (revised)

## Course Description/Rationale

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

## Assessment / Evaluation

**Seventy per cent (70%)** 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 should be given to more recent evidence of achievement.

**Thirty per cent (30%)** 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.

Teachers will ensure that student learning is assessed and evaluated in a balanced manner with respect to the four categories, and that achievement of particular expectations is considered within the appropriate categories. The emphasis on "balance" reflects the fact that all categories of the achievement chart are important and need to be a part of the process of instruction, learning, assessment, and evaluation in all subjects and courses. However, it also indicates that for different subjects and courses, the relative importance of each of the categories may vary. The importance accorded to each of the four categories in assessment and evaluation should reflect the emphasis accorded to them in the curriculum expectations for the subject or course, and in instructional practice.

• Knowledge and Understanding	30%
• Thinking	20%
• Communication	15%
• Application	35%
	100%



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Assesment / Evaluation continued

Percentage of Assessment	Strand / Length	Assessment Strategies	Date
70%	Unit 1 - Organic Chemistry 15 days	Nomenclature Quizzes	Feb.
		Structure Project	
		Lab: Esters	
		Unit Test - Chap 1& 2	
	Unit 2 - Structure & Properties 10 days	Assignment/Quiz	Feb.-Mar.
		Unit Test - Chap 3 & 4	
	Unit 3 - Energy Changes & Rates of Reaction 20 days	Assign./Quiz - Thermochemistry	Mar. Apr.
		Lab: Calorimetry, Hess	
		Test: Chap 5	
		Lab: Reaction Rate	
		Assignment: Kinetics	
	Unit 4 - Chemical Systems & Equilibrium 25 days	Test: Chap 6	
		Equilibrium assignment	May-June
Test: Chap 7			
Lab: Titration			
Unit 5 - Electrochemistry 10 days	Test: Chap 8		
	Assignment:	June	
	Lab:		
30%	Culminating Activities	Unit Test	
		Written Exam - 30%	June

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Textbook: Nelson, Chemistry 12 - \$120 replacement cost