### School Contact

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### Teacher Contact

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### Course Philosophy

Science programs provide opportunities for students to develop the knowledge, skills and attitudes they need to become productive and responsible members of society. The programs also allow students to explore interests and prepare for further education and careers. Students graduating from Alberta schools require the scientific and related technological knowledge and skills that will enable them to understand and interpret their world. They also need to develop attitudes that will motivate them to use their knowledge and skills in a responsible manner.

To become scientifically literate, students need to develop a knowledge of science and its relationship to technologies and society. They also need to develop the broad-based skills required to identify and analyze problems; to explore and test solutions; and to seek, interpret and evaluate information. To ensure relevance to students as well as to societal needs, a science program must present science in a meaningful context—providing opportunities for students to explore the process of science, its applications and implications, and to examine related technological problems and issues. By doing so, students become aware of the role of science in responding to social and cultural change and in meeting needs for a sustainable environment, economy and society.

### Unit Topics

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| Introduction   * Review of Science 10 knowledge related to Chemistry 20 |  |  |
| Unit B – Forms of Matter: Gases   * explain molecular behaviour, using models of the gaseous state of matter.   Unit A - Bonding   * describe the role of modelling, evidence and theory in explaining and understanding the structure, chemical bonding and properties of ionic compounds * describe the role of modelling, evidence and theory in explaining and understanding the structure, chemical bonding and properties of molecular substances |  |  |
| Unit D - Quantitative Relationships in Chemical Changes   * explain how balanced chemical equations indicate the quantitative relationships between reactants and products involved in chemical changes * use stoichiometry in quantitative analysis |  |  |
| Unit C - Matter as Solutions, Acids and Bases   * investigate solutions, describing their physical and chemical properties * describe acidic and basic solutions qualitatively and quantitatively |  |  |
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### Assessment

Formative assessment is the ongoing practice of learning to adjust instruction to focus on student understanding of the course material. These activities are not directly used by the teacher to determine a grade.

Summative assessment is the evidence used by the teacher to determine student achievement in relation to the curriculum outcomes as prescribed by Alberta Education; it is used to determine the student’s grade.

The final school awarded grade will be determined by the teacher, using a variety of assessment items. All summative assessments must be completed prior to the determination of a final grade.

**School Final Exam**

This summative assessment will cover all the material outlined within the course. This exam combined with unit exams and assessment tasks will be used with the teacher’s professional judgment to assign a final grade.