

CLEAN WATER? - SCH 3U

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In grade 11 University Chemistry we will be focusing on the course's BIG IDEA about how to protect the integrity of our Earth's water resource.

This Deep Learning Task will be introduced by a PowToon Video to ignite the task

Big Idea: Question:

Would you drink water straight out of Lake Ontario?

Use scientific analysis to determine, "Why or why not?"

Activity:

Grade 11 University Chemistry is structured around the implementation of safety. As responsible life long learners, safety is always a major concern. Students must research and explain the safety of drinking Lake Ontario water by linking it to the course curriculum and setting a tone through Catholic Graduate Expectations. Students are to choose at least 2 of the 5 units learning goals (provided below) within this course and answer the allocated questions for each choice.

Task:

Each student will need to choose an element or compound that poses a risk to Lake Ontario's water. Students will need to provide appropriate information on the background chemical in which they are basing the culminating performance task.

The background must include, but not be limited to: common and chemical name (if applicable), source of the chemical, and potential concerns this chemical may cause in our water system. Students should also provide a concluding statement, which summarizes their findings and answers with definitively the big idea, "Would you drink water straight from Lake Ontario, Why or why not?"

Presentation of the Culminating Task should be visually stimulating, intellectually planned and cohesive. Examples of such products could be on: Bristol board, Power point presentation, Pamphlet, Video, or Demonstration/Lab analysis. Students are not limited to these examples and may get teacher permission to choose a different method.

Students will have learning goals and success criteria to develop an understanding of what the task entails and a rubric to evaluate of Learning.

Students will have three assessment cycles (this will be done via Google Forms):

1. K W L Chart - Start with the K and W to spark questioning and linking course concepts
2. Peer and Self-Feedback Form - start descriptive feedback to enhance critical thinking
3. Final Reflective Stage - After project is complete, what have they learned? How will they make responsible decisions to protect the Earth's water resource.

Presentation of Deep Learning Task - needs to be creative and environmental friendly.



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September 30 at 11:49pm

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- Deep Learning Task Example - Lead in our Drinking Water (<https://ssephoraa.wixsite.com/chemistrycpt>)
- Assessment Cycle 1 (<https://goo.gl/forms/wz2rxTJPwjWPOMcq1>)
- Assessment Cycle 2 (<https://goo.gl/forms/K9jSIaAg88Hk7Lmx2>)
- Reflective Stage (<https://goo.gl/forms/jGUajuDg3REnVeZw2>)
- Introduction Video (<https://www.powtoon.com/online-presentation/etgw1WpdaDe/>)
- Culminating Task (<https://docs.google.com/document/d/1Z30Wx3rAnIhdJjURqFLndJ93VvuvAgh09JGtGP3YCNM/edit>)

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