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| Subject: Chemistry | Areas: | Year of study: 12th grade | Student: | Level: College preparation | Date: |
| Assessment Task: Plastic Research | | | | | |
| Expectations:  A2. Identify and describe careers related to the fields of science under study, and describe the contributions of scientists, including Canadians, to those fields  C2. Investigate the physical and chemical properties of organic compounds, and analyse some common organic chemical reactions  C1. Evaluate the impact on society, human health, and the environment of products made using organic compounds | | Comments (strengths, points of improvement, next steps): | | | |

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| **Categories** |  | **Level 1** |  | **Level 2** |  | **Level 3** |  | **Level 4** |
| **Knowledge and Understanding** |  | **The student:** |  |  |  |  |  |  |
| |  |  |  | | --- | --- | --- | | (KU 1) Knowledge of content   * commonly used organic compounds. |  | – Demonstrates limited knowledge - Demonstrates some knowledge - Demonstrates considerable - Demonstrates thorough  of content of content knowledge of content knowledge of content |  |  |  |  | | --- | --- | --- | | (KU 2) Understanding of content   * characteristics and structure of organic molecules. |  | – Demonstrates limited - Demonstrates some understanding - Demonstrates considerable - Demonstrates thorough  understanding of content of content understanding of content understanding of content | | | | | | | | | |
| **Thinking Skills** |  | **The student:** |  |  |  |  |  |  |
| |  |  |  | | --- | --- | --- | | (TS 1) Use of planning skills   * presents the requested elements; * completes all the components within the allotted time. |  | – Uses planning skills with – Uses planning skills with – Uses planning skills with – Uses planning skills with  limited effectiveness some effectiveness considerable effectiveness a high degree of   effectiveness |  |  |  |  | | --- | --- | --- | | (TS 2) Use of information processing skills   * selects relevant information for each element of the task; * uses diverse, credible and appropriate sources for the task; * respects intellectual property (identification of specific sources); * indicates complete references. |  | – Uses processing skills with – Uses processing skills with – Uses processing skills with – Uses processing skills with   limited effectiveness some effectiveness considerable effectiveness a high degree of  effectiveness |  |  |  |  | | --- | --- | --- | | (TS 3) Use of critical thinking and creative thinking processes   * presents an original design process (harmony, contrast, shape); * analyzes the impacts of new plastic production models. |  | – Uses critical/creative thinking – Uses critical/creative thinking – Uses critical/creative thinking – Uses critical/creative thinking   processes with limited processes with some processes with considerable processes with a high degree  effectiveness effectiveness effectiveness of effectiveness | | | | | | | | | |
| **Communication** |  | **The student:** |  |  |  |  |  |  |
| |  |  |  | | --- | --- | --- | | (OC 1) Expressing and organizing ideas and information:   * logical organization, facilitating comprehension; * highlights the categorical information. |  | – Expresses and organizes ideas – Expresses and organizes ideas – Expresses and organizes ideas – Expresses and organizes  and information with limited and information with some and information with ideas and information with  effectiveness effectiveness considerable effectiveness a high degree of effectiveness |  |  |  |  | | --- | --- | --- | | (OC 2) Communicating ideas and information, orally, in writing and visually, for specific purposes and specific audiences:   * Visual support * is technically representative; * presents descriptive and specific diagrams or images for the elements to be presented; * the colours, the calligraphy and the special characters used denote an aesthetic concern. * Oral * the speech is clear (strength of the voice); * the speech is convincing, without hesitation (demonstrates mastery of subject, exudes confidence, is at ease); * the flow is good; * adequate intonation; * the student is dynamic in his presentation (gestures, postures, etc). |  | – Communicates for different audiences – Communicates for different audiences – Communicates for different – Communicates for different  and purposes with limited effectiveness and purposes with some effectiveness audiences and purposes with audiences and purposes with  considerable effectiveness a high degree of effectiveness |  |  |  |  | | --- | --- | --- | | (OC 3) Use of conventions, vocabulary, and terminology:   * uses vocabulary linked to chemistry; * uses language conventions; * communicates his ideas using appropriate terminology. |  | – Uses conventions, vocabulary, and – Uses conventions, vocabulary, and – Uses conventions, vocabulary, and – Uses conventions, vocabulary,  terminology of the discipline with terminology of the discipline with terminology of the discipline with and terminology of the  limited effectiveness some effectiveness considerable effectiveness discipline with a high degree  effectiveness | | | | | | | | | |
| **Application** |  | **The student:** |  |  |  |  |  |  |
| |  |  |  | | --- | --- | --- | | (A 1) Application of knowledge and skills in familiar contexts   * presents relevant information on the chosen careers. |  | – Applies knowledge and skills to – Applies knowledge and skills to – Applies knowledge and skills to – Applies knowledge and skills  familiar contexts with limited familiar contexts with some familiar contexts with to familiar contexts with a high  effectiveness effectiveness considerable effectiveness degree of effectiveness |  |  |  |  | | --- | --- | --- | | (A 2) Transfer of knowledge and skills to new contexts   * identifies and uses research and new products with environmental value. |  | – Transfers knowledge and skills to – Transfers knowledge and skills to – Transfers knowledge and skills to – Transfers knowledge and skills  new contexts with limited new contexts with some new contexts with considerable to new contexts with a high  effectiveness effectiveness effectiveness degree of effectiveness |  |  |  |  | | --- | --- | --- | | (A 3) Making connections   * makes a connection between the impact of the use of plastic and the effects on the environment. |  | – Makes connections within and – Makes connections within and – Makes connections within and – Makes connections within and  between various contexts with between various contexts with between various contexts with between various contexts with  limited effectiveness some effectiveness considerable effectiveness a high degree of effectiveness | | | | | | | | | |