

ART EDUCATIONAL RESOURCES

Teacher Website

* The website will be periodically updated

Ms. Iacobo

<https://classroom.google.com/>

CHEMISTRY EDUCATIONAL RESOURCES

Teacher Website

* The website will be periodically updated

Mr. Charalampous

<http://vcharalampous.yolasite.com/>

CONTEMPORARY WORLD EDUCATIONAL RESOURCES

Teacher Website

* The website will be periodically updated

Mr. Macleod

www.mrmacleod.net

DRAMA EDUCATIONAL RESOURCES

Teacher Website

* The website will be periodically updated

Ms. Iacobo

<https://classroom.google.com/>

ENGLISH EDUCATIONAL RESOURCES

Grade-Specific Work

Secondary 4

C. Bennett

1. Book Report

Royal Vale School

Name:

English 406

Group;

Mrs. Bennett

Date:

"BOOK REVIEW"

I had promised another Literature Circle experience, but this is the best I can do right now.

1. Find a novel (bookshelf, siblings, EMSB virtual library, kindle et cetera)
2. Read the novel. Keep track of the elements that will be included in your report.
3. We will hopefully be able to share our novels if we are back in May, so you may want to keep note of sections that may be interesting to share.

After reading the assigned text:

1. You will produce a brief written report on the novel. The report must include:

- i) A full reference for the novel. (MLA style)
- ii) Short character summary for all primary characters. Secondary characters may be added if they are important.
- iii) A one paragraph plot summary.
- iv) A brief analysis of possible themes of the text. (An analysis, of course, includes "why.")
- v) A brief analysis of the appropriateness of the text for Secondary I or II.
- vi) Your overall opinions of the text.

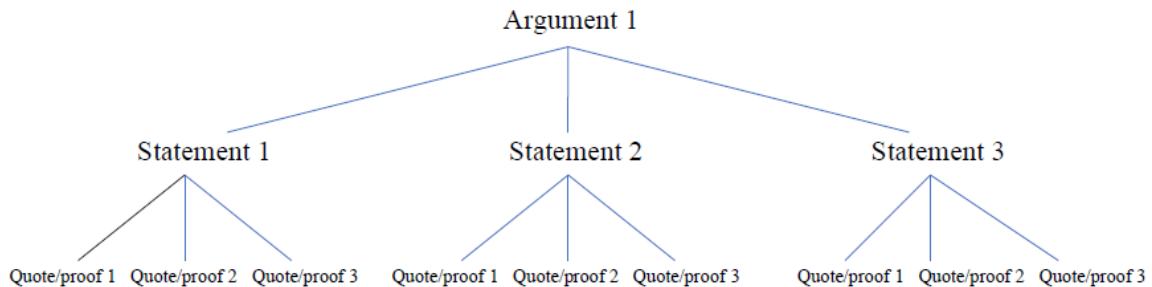
2. Debate

Royal Vale School	Name:
English 406	
Mrs. Bennett	Date:

LORD OF THE FLIES: DEBATE

1. FINISH THE NOVEL!!!!
2. Choose one of the topics listed below.
3. You are going to prepare a two-minute statement in support of BOTH positions. WHY???
You whine...because this is critical thinking! Think of it as being prepared for what your opponent will say.
 - a) Each topic must have three arguments supporting the position.
 - b) Each argument should have three statements as proof, and each proof is in turn supported by three quotes.
 - c) For each quote, a one-sentence summary must be provided, along with the source and/or page number of the quote. If the quote is not from the novel, you must provide a written copy of the quote in its entirety.

EXAMPLE:



TOPICS:

- 1a) Ralph is the better leader
- 1b) Jack is the better leader

2a) Keeping a Signal Fire is more important

2b) Finding Meat is more important

3a) Humanity is naturally good

3b) Humanity is naturally evil

4a) Jack is responsible for everything that happened from chapter 9 to the end of the novel

4b) Jack is NOT responsible for what happened from chapter 9 to the end of the novel

5a) The purpose of the novel is to show the development of fear and irrational behaviour

5b) Showing the development of fear and irrational behaviour is NOT the purpose of the novel

6a) The use of daylight/positive imagery is ultimately more powerful in the novel

6b) The use of darkness/negative imagery is ultimately more powerful in the novel

7a) Nuclear War is the real beastie

7b) The boys themselves are the real beastie

8a) Piggy deserved the treatment he got from the boys throughout the novel

8b) Piggy DID NOT deserve the treatment he got from the boys throughout the novel

9a) Grief is the main theme of this novel

9b) Grief is NOT the main theme of this novel

Teacher Websites

* The websites will be periodically updated

Ms. Bertrand

<https://www.schoology.com/>

Mr. Hilal

<http://sites.google.com/emsb.qc.ca/hilal>

Ms. Halaris

<https://sites.google.com/emsb.qc.ca/shalaris/>

Ms. Smith

<https://www.schoology.com/>

Other Resources

EMS Virtual Library

<http://www.virtuallibrary.emsb.qc.ca/>

FINANCIAL EDUCATION EDUCATIONAL RESOURCES

Teacher Website

* The website will be periodically updated

Mr. Macleod

www.mrmacleod.net

FRENCH EDUCATIONAL RESOURCES

Grade-Specific Resources/Work

Chers élèves,

En cette période un peu spéciale, nous tenons à vous dire que vous nous manquez et que nous souhaitons vous revoir très bientôt. Nous espérons aussi que vous et votre famille allez bien pendant cette période unique de confinement. Sachez que nous réalisons que ce que nous vivons actuellement est une période stressante pour tout le monde.

Voici quelques activités qui vous permettront de pratiquer pour maintenir votre français. **Sachez que ces activités que nous vous proposons ne seront ni évaluées ni notées** pour le bulletin. **Bref, elles ne sont pas obligatoires.** Cela étant dit, les enseignants du département de français vous **suggèrent** certaines activités à faire chez vous.

Nous vous enverrons différentes activités dans les prochaines semaines afin de garder vos cerveaux alertes et occupés, si vous le désirez.

N'oubliez pas de laver vos mains ☺ et de faire attention à vous.

Mme Aissani, M. Anger, Mme Cloutier, Mme Hatchwell et Mme Olenitch

Secondaire 1 à 5 – INTERNATIONAL STUDENTS
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S. Anger / A.Cloutier / V. Hatchwell

1. Rosetta Stone

Rosetta Stone is a complete learning tool. You all have a username and a password to access Rosetta Stone online. We encourage you to use it.

2. Other exercices

You can also try the activities of your grade if you feel comfortable enough. As mentioned, it will not count for marks and nothing is mandatory.

FLEX (Français langue seconde, programme enrichi)

Secondaire 1 FLEX : 635-106 /groupes 02-04

A. Cloutier / S. Anger

1. Deux activités de compréhension d'écoute:

TV5 Francolab / Classe à part – Les grandes rencontres / On cuisine avec Meryem et Marilou / <http://francolab.ca/projets/327/Classe-A-Part-Les-Grandes-Rencontres?unite=5beb3149396be>

TV5 Francolab / La cloche a sonné / Mes États* Nordiques (premier épisode) / <http://francolab.ca/collections/226/La-Cloche-A-Sonne>

➤ **Fiche pédagogique à télécharger (apprenant) et corrigé (enseignant)**

2. La grammaire et exercices interactifs :

Parlez-vous French? / Comment poser une question en français? / <https://parlez-vous-french.com/poser-question-francais/>

Secondaire 2 FLEX : 635-206 /groupes 02-04

A. Cloutier

1. Deux activités de compréhension d'écoute:

TV5 Francolab / La légende de Sedna / <http://francolab.ca/projets/78/Les-Legendes-De-Chez-Nous>

➤ **Fiche pédagogique à télécharger (apprenant) et corrigé (enseignant)**

TV5 Francolab / Chanson / Dans l'air du temps / Je suis un cowboy canadien / <https://danslairdutemps.ca/#/repertoire/160>

➤ **Activités pédagogiques sur le vocabulaire**

2. La grammaire:

Parlez-vous French? / Comment placer les adjectifs en français / <https://parlez-vous-french.com/la-place-des-adjectifs-en-francais/>

Parlez-vous French / L'accord des adjectifs de couleur en français / <https://parlez-vous-french.com/accord-des-adjectifs-de-couleur/>

1. **Activité de diction :**

<http://www.momes.net/Apprendre/Francais/Langue-oral/Exercice-de-diction-s-ch-et-z-j>

2. **La grammaire et exercices interactifs :**

Exercice conjugaison de verbes avec contexte :

https://www.ccdmd.qc.ca/fr/jeux_pedagogiques/?id=1070&action=animer

Exercice sur les pluriels particuliers :

https://www.ccdmd.qc.ca/fr/jeux_pedagogiques/?id=1068&action=animer

Exercice sur l'auxiliaire et le participe passé :

<http://exercices.alloprof.qc.ca/nqw/web/francais/ef1073/main.html>

Exercice sur les participes passés :

https://www.ccdmd.qc.ca/fr/jeux_pedagogiques/?id=1067&action=animer

1. **Une activité de compréhension d'écoute:**

TV5 Francolab/ La cloche a sonné/ <http://francolab.ca/collections/226/La-Cloche-A-Sonne>

➤ **Fiche pédagogique à télécharger (apprenant) et corrigé (enseignant)**

2. **La lecture :**

Le journal de Montréal en cinq minutes/ <https://www.journaldemontreal.com/5-minutes>

3. **La grammaire et exercices interactifs :**

Francomane/ Grammaire de phrase/formes de phrase/

<http://francomane.ccdmd.qc.ca/page/les-collections-sur-la-grammaire>

1. Une activité de compréhension d'écoute:

TV5 Francolab/Roues libres (Bixi) <http://francolab.ca/collections/228/Castel-Durocher>

➤ **Fiche pédagogique à télécharger (apprenant) et corrigé (enseignant)**

2. La lecture :

Le journal de Montréal en cinq minutes/ <https://www.journaldemontreal.com/5-minutes>

3. La grammaire et exercices interactifs :

Francomane/ Classes de mots/Déterminants possessifs et démonstratifs/
<http://francomane.ccdmd.qc.ca/page/les-collections-sur-la-grammaire>

IMMERSION (Français langue maternelle)

Secondaire 1 IMMERSION

131-184 / Groupes 01-03

S. Aïssani

1. Deux activités de compréhension d'écoute:

Les expressions imagées d'Archibald sur TV5

<https://langue-francaise.tv5monde.com/decouvrir/voyager-en-francais/les-expressions-imagees-darchibald>

Office National du Film du Canada/ Films d'animation/

<https://www.onf.ca/animation/>

2. La grammaire et exercices interactifs :

Les pièges de la langue française sur TV5/

<https://langue-francaise.tv5monde.com/jouer/quiz/les-pieges-de-la-langue-francaise>

Fiches d'exercices de grammaire/

https://www.lepointdufle.net/ressources_fle/exercices_de_francais.htm

Apprendre le français/ <http://francaisenligne.free.fr/ecouter/phonetique.php>

1. Deux activités de compréhension d'écoute:

Radio-Canada/ rubrique jeunesse/

<https://ici.radio-canada.ca/jeunesse/scolaire/blogues>

Office National du Film du Canada/ Mini-leçon/

https://blogue.onf.ca/blogue/tag/mini-Lecon/?ed_fr=feature_2&feature_type=promobox&promobox_id=2603

2. La grammaire et exercices interactifs :

Allo prof Français <http://www.alloprof.qc.ca/Pages/Accueil.aspx>

Français en ligne/ les chansons francophones

<http://francaisenligne.free.fr/ecouter/musique.php>

3. La lecture :

Radio-Canada/ Anne... **La maison aux pignons vert**/ livre audio/ <https://ici.radio-canada.ca/premiere/livres-audio/arts/105777/anne-maison-pignons-verts-lucy-maud-montgomery>

1. Deux activités de compréhension d'écoute:

Radio-Canada/Envoyé spécial en zone de conflit/ <https://ici.radio-canada.ca/premiere/balados/7372/journaliste-terrain-correspondant-guerre-conflit>

TV5 Monde / Comment fabrique-t-on l'info?

<https://apprendre.tv5monde.com/fr/exercices/a2-elementaire/comment-fabrique-t-info>

2. La lecture :

Scoop/ Apprendre avec l'actualité

<https://ecolebranchee.com/guides-pedagogiques/>

3. La grammaire et exercices interactifs:

Alloprof/ Grommophone/

<http://www.alloprof.qc.ca/Pages/Jeux/Gommophone.aspx>

CCDMD/ Jeux pédagogiques/ Orthographe grammaticale/

https://www.ccdmd.qc.ca/fr/jeux_pedagogiques/?id=74

1. Une activité de compréhension d'écoute:

Parlez-vous French? / Ma femme – Guy de Maupassant / <https://parlez-vous-french.com/ma-femme/>

➤ **Questions à répondre**

2. La grammaire et exercices interactifs :

Le subjonctif

<https://parlez-vous-french.com/formation-subjonctif-present-francais/>

<https://parlez-vous-french.com/quand-utiliser-le-subjonctif/>

<https://parlez-vous-french.com/quiz-6-maitrisez-vous-le-subjonctif/>

<http://www.alloprof.qc.ca/BV/Pages/f1194.aspx>

1. Une activité de compréhension d'écoute:

TV5 Francolab /Qu'est-ce que le Made In Canada/

<http://francolab.ca/collections/320/Quest-Ce-Que-Le-Made-In-Canada>

- **Fiche pédagogique à télécharger (apprenant) et corrigé (enseignant)**

2. La grammaire et exercices interactifs :

https://www.ccdmd.qc.ca/fr/exercices_interactifs/

3. Certains livres audio proposés:

a) Radio-Canada/livre audio/Nikolski

<https://ici.radio-canada.ca/premiere/livres-audio/arts/105743/nikolski>

b) Radio-Canada/livre audio/La vie de Leonard Cohen

<https://ici.radio-canada.ca/premiere/livres-audio/arts/105847/im-your-man-la-vie-de-leonard-cohen>

c) Radio-Canada/livre audio/Les Plouffes (classique québécois)

<https://ici.radio-canada.ca/premiere/livres-audio/arts/105730/les-plouffe>

d) Votre choix:

https://ici.radio-canada.ca/premiere/livres-audio?cid=mn_as-adw_sem_pre_LivresaudioFRQC_Generic_0&qclid=CIOKt7m0xOgCFUfAswodZTMKQA

HISTORY EDUCATIONAL RESOURCES

Teacher Websites

* The website will be periodically updated

Mr. Macleod

www.mrmacleod.net

* **Mme Olenitch**'s secondary 2, 3 and 4 students will find the necessary resources on this site under the Mme Olenitch tab

* **Ms. Puritt**'s secondary 1 and 2 students will be able to find resources on this site under the Ms. Puritt tab

INTRO TO LAW EDUCATIONAL RESOURCES

Teacher Website

* The website will be periodically updated

Ms. Iacobo

<https://classroom.google.com/>

MATH EDUCATIONAL RESOURCES

Grade-Specific Websites

Dear Students,

We hope that you and your families are healthy and doing well during this time.
We miss you all very much!

Presently the circumstances for teaching and learning are not ideal. We encourage students to take this opportunity to develop the critical skills of independent learning and time management, which will serve them well for higher education.

The Royal Vale Math Department has prepared websites where you will find notes and suggested practice activities for the topics which were not yet covered in class.

The websites will be updated periodically, in order for videos and additional suggested practice problems to be uploaded.

Also, since we are not evaluating students at this time, all C1 projects are on hold for all levels.

Listed below please find the link to the proper website based on your math course:

Secondary 1	S. Cherenfant/D. Hipfner/E. Savage
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*** Due to current circumstances all postings will be in English**

1. Go to: <https://sites.google.com/a/emsb.qc.ca/mshipfner/>
2. On the top left of the page, please click the "Sec I Math" tab.

Secondary 2	S. Cherenfant/E. Savage
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1. Go to: <https://www.schoology.com/>
2. You will be asked to enter an access code. Please enter the following: XZCZ-NDNM-9ZDWX
3. Enter your name and email (preferably EMSB email)
4. You will be sent an email, asking you to click on a link in order to verify your account
5. You're done! It will take you to the page which has the notes and practice.

Secondary 2 AP

A. Meades

1. Go to: <https://sites.google.com/a/emsb.qc.ca/mr-meadesmathrvs/>
2. On the top right of the page, please click the "Sec 2 AP Math" tab.

Secondary 3

D. Hipfner/A. Meades/E. Savage

1. Go to: <https://sites.google.com/a/emsb.qc.ca/mr-meadesmathrvs/>
2. On the top right of the page, please click the "Sec 3 Math" tab.

Secondary 4 CULTURAL

Q. Jiao/J. Magee

Access your account through <https://www.schoology.com/>

Secondary 4 SCIENTIFIC

S. Cherenfant/A. Meades

1. Go to: <https://sites.google.com/a/emsb.qc.ca/mr-meadesmathrvs/>
2. On the top right of the page, please click the "Sec 4 Math" tab.

Secondary 5 CULTURAL

Q. Jiao

Access your account through <https://www.schoology.com/>

Secondary 5 SCIENTIFIC

A. Meades/E. Savage

1. Go to: <https://sites.google.com/a/emsb.qc.ca/mr-meadesmathrvs/>
2. On the top right of the page, please click the "Sec 5 Math" tab.


PHYSICAL EDUCATION EDUCATIONAL RESOURCES

EMS B Wellness Bingo Challenge

The EMS B Wellness Bingo Challenge!

Instructions:

1. Download your own copy of the Bingo Card.
2. Choose a row (horizontal or vertical) and complete the activity in each box- see how many rows you can complete this week!
3. Most importantly, have fun!!

<p>Bring Sally Up! Pick one challenge to complete:</p> <ul style="list-style-type: none"> • Squats • Push-ups • Leg Lifts 	<p>Nutritious Snack Prepare a nutritious snack for yourself. Bonus points if it includes more than one nutrient category (proteins, carbs, healthy fats, vitamins etc.).</p>	<p>Renegade Learn the renegade dance with this tutorial, if you already know it, teach it to someone in your household or teach a friend virtually.</p>	<p>Plank Tap Challenge Get 3 shoeboxes (or an alternative), then watch this video and complete the challenge. How many points can you get? Challenge a friend!</p>	<p>Start a 30 Day Challenge Get fit, drink more water, or meditate...YOU PICK! Choose from dozens of different 30 day Challenges on Darebee.com. It's the perfect time to create some new healthy habits!</p>
<p>Dice Workout, Partner Style Video call a friend (or find a partner in your household). Take turns rolling a die then both of you complete the corresponding exercise on the chart. Roll 4 times per page (16 exercises total).</p>	<p>20-20-20 Core Do 20 of each:</p> <ul style="list-style-type: none"> • Shoulder taps • Sitting twists • Windshield Wipers 	<p>Yoga Do a 20-30 minute yoga or flexibility video (suggestion - check out Fitness Blender - filter by yoga/flexibility).</p>	<p>Cardio Do a 20 MINUTE cardio workout of your choice. OR Learn this Whip/Nae Nae Fitness Dance well enough to do it without watching the video.</p>	<p>Everything Gets Better When You Get Active! Go to ParticipACTION's Everything Gets Better website. Scroll to all the "better" categories. What are three things that Physical Activity makes better for you? Ask someone in your household to share their top 3.</p>
<p>Get Informed! Go to Health Canada's Youth Health website. Choose one topic to read about. Share what you learned with someone in your household.</p>	<p>Meditation Follow a 5 minute guided meditation. Use one you already know or try this one.</p>		<p>Bring Sally Up! Pick one challenge to complete:</p> <ul style="list-style-type: none"> • Squats • Push-ups • Leg Lifts 	<p>YMCA 360: On-Demand Browse the collection and complete one of their videos (think about challenging yourself to learn something different, like Tai Chi!)</p>
<p>Cardio Do a 20 MINUTE cardio workout of your choice (one choice is to move with Revonce, learning the dance here first...but no pressure...).</p>	<p>Yoga Do a 15 minute yoga workout (Fitness Blender has a lot of videos - use the yoga search filter).</p>	<p>Get Outside Take a 45 minute walk or bike ride in your neighborhood. Make sure to stay a physical distance of 2 meters away from anyone you pass. Bring your family!</p>	<p>Cook a Meal Make a meal with your family. For all the advanced chefs out there- make a meal for your family! (check out recipes from Canada's Food Guide for ideas).</p>	<p>SWORKIT App Download the Sworkit app. Login and choose a workout for your fitness level & interest. Customize it to 20 mins and complete the workout.</p>
<p>20-20-20 Do 20 of each:</p> <ul style="list-style-type: none"> • Squat & Turn Kick • Superman • Lunges 	<p>Get Flexible! Complete this Feel Good Stretching routine or any other favourite stretch routine of yours.</p>	<p>Avengers HIIT Fitness You get to choose! This High Intensity Interval Training 7 min workout gives you some choice, Avenger style.</p>	<p>Rookie Workout + 1 Do this Darebee.com Rookie Workout with at least one person in your household.</p>	<p>Sleep: A Bedtime Story Listen to this 8 min sleep meditation before bed one night. Pause the video to follow the suggestions.</p>

Can be downloaded at

https://docs.google.com/document/d/1xwdk6Yea9ukkl0TCY_2vD_GwvZkDKXd0mHYB2WwWlek/edit

PHYSICS EDUCATIONAL RESOURCES

Teacher Website

* The website will be periodically updated

Mr. Magee

<https://www.schoolology.com/>

PSYCHOLOGY EDUCATIONAL RESOURCES

Subject-Specific Work

1. Notes

Royal Vale School	Name:
Psychology	
Mrs. Bennett	Date:

Motivation Theories

LESSON ONE: Evolutionary theory

A. Early instinct theories: fixed, genetically programmed patterns of behaviour

1. William James' (1890) *Principles of Psychology*: instincts as habits stemming from innate tendencies
People inherit socialbehaviour instincts (love, sympathy, modesty, etc.) and "survival instincts."
2. William McDougall—18 basic instincts
3. Migrating behaviours and mating displays of birds
4. Examples of human behaviours, including rooting, sucking, grasping

B. Ethology: relating behaviour to features of the environment

1. Instincts are inherited dispositions that generate specific *fixed-action* patterns (e.g., Konrad Lorenz, nest building, bird songs).
2. Instincts reflect adaptation to a particular part of the habitat, or niche.
3. Development and expression of instincts can vary (e.g., with seasons, abundance of food or mates).
4. Sign stimuli, such as coloration or shape, trigger behaviour.

C. Charles Darwin's Evolutionary Theory

1. Instincts are a product of natural selection: Instinctual behaviours that increase reproductive success (fitness) become more frequent; others die out.
2. Basic emotions are included among instincts.

D. Modern evolutionary psychology: predispositions and probabilities, not instincts

1. Natural selection acts on genes (genotype) expressed in particular circumstances (phenotype).
2. Selection takes place at the individual level; it is not "survival of species."
3. Evolutionary history makes people more or less likely to develop, learn, and behave in certain ways (e.g., to like sweets, to learn to fear snakes).
4. Behaviours adaptive in one time or place may not be adaptive in others (e.g., preferring fatty foods in marginal environments versus affluent society).
5. Adaptation is not the only way evolution occurs (e.g., heritable tendencies resulting from isolation of small breeding populations or genetic drift).

II. Arousal theory

A. *Motivation: to achieve and maintain a certain level of arousal*

1. Animals seek activities and situations that create a desired level of physiological arousal.
2. Theories differ in assumptions about whether arousal is negative or positive.

B. The drive-reduction theory (Clark Hull)

1. *Behaviour originates from physiological needs for food, water, air.* These needs create tension (irritation) away from homeostasis
 - a. When needs are met (homeostasis), arousal is low; needs give rise to drives.
 - b. Biological needs or tissue deficits lead to a drive state.
2. *Animals are motivated to reduce the drive.*
 - a. Behaviours such as eating, drinking, and breathing reduce the need by restoring homeostasis.

- b. Behaviours are reinforced and strengthened through drive reduction.
- c. Acquired motivation: Stimuli associated with drives become motivators; stimuli associated with drive reduction become rewarding.

3. Criticism

- a. Demonstrations of drive induction: Animals will work to increase arousal levels (Sheffield, 1966).
- b. Harry Harlow and his “Mother Love” experiment

C. Optimal arousal theory

1. *Some nonzero level of arousal is optimal.*

- a. Arousal below optimal level motivates behaviour to increase arousal.
- b. Arousal above optimal level motivates behaviour to decrease arousal.

2. *Individual differences:* People vary in the degree to which they seek lower or higher levels of arousal. (Zuckerman (1984, 2007): sensation seeking as an aspect of personality, related to risky behaviour)

3. *Yerkes-Dodson law relates arousal level to task performance.*

- a. Arousal level for optimal performance depends on task difficulty.
- b. Optimal level of arousal is lower for harder tasks. c. High arousal can improve performance on easy tasks and impair performance on difficult tasks.

ACTIVITY: Sensation-seeking scale

For each of the 13 items, circle the choice, A or B, that best describes your likes or dislikes, or the way you feel.

1. A. I would prefer a job in one location.
B. I would like a job that requires a lot of traveling.
2. A. I can't wait to get indoors on a cold day.
B. I am invigorated by a brisk, cold day.
3. A. I like the comfortable familiarity of everyday friends.
B. I get bored seeing the same old faces.
4. A. I would have preferred living in the unsettled days of our history.
B. I would prefer living in an ideal society in which everyone is safe, secure, and happy.
5. A. A sensible person avoids activities that are dangerous.
B. I sometimes like to do things that are a little frightening.
6. A. I would like to have the experience of being hypnotized.
B. I would not like to be hypnotized.

7. A. The most important goal of life is to find peace and happiness.
B. The most important goal of life is to live it to the fullest and experience as much as possible.
5. A. I would like to try parachute-jumping.
B. I would never want to try jumping out of a plane, with or without a parachute.
9. A. I enter cold water gradually, giving myself time to get used to it.
B. I like to dive or jump right into the ocean or a cold pool.
10. A. When I go on a vacation, I prefer the change of camping out.
B. When I go on a vacation, I prefer the comfort of a good room and bed.
11. A. I prefer people who are calm and even tempered.
B. I prefer people who are emotionally expressive even if they are a bit unstable.
12. A. A good painting should give one a feeling of peace and security.
B. A good painting should shock or jolt the senses.
13. A. I would like to drive or ride a motorcycle.
B. People who ride motorcycles must have some kind of unconscious need to hurt themselves.

Source: Zuckerman, M. (1994). *Behavioral expressions and biosocial bases of sensation seeking*. New York, NY: Cambridge University Press. Reprinted by permission.

SCORING RUBRIC AND EXPLANATION will be posted on Friday, April 3rd.

III. Incentive theory: Motivation is produced by need for goal attainment.

A. Need for goal attainment or achievement may be either intrinsic or extrinsic.

1. *Intrinsic motivation* is based on internal need for achievement and internal reinforcers, such as positive feelings of accomplishment.

2. *Extrinsic motivation* is based on external, often tangible, reinforcers.

B. Effect of external reward on intrinsic motivation

1. Providing an extrinsic reward for intrinsically motivated behaviour can decrease interest in the task (*over-justification effect*).

2. Extrinsic reward can decrease, increase, or have no effect on intrinsic motivation depending on many factors, e.g., whether performance standards are vague or clear (Eisenberger, Pierce, & Cameron, 1999).

C. Conditioned incentives

1. Through learning, environmental stimuli acquire control over approach behaviour or “cravings,” i.e., *incentive salience increases*.

2. *Wanting*—motivation to approach incentives—is distinct from *liking*, or the hedonic evaluation of those stimuli (Berridge, 2004). Someone with a cold may *want* cough medicine but not *like* it.

IV. Cognitive consistency theory: Motivation for thoughts to be consistent with behaviour

A. *Cognitive dissonance theory* (Festinger): Beliefs contrary to some behaviour produce tension or *dissonance* and, so, motivation to change beliefs or behaviour to reduce dissonance.

B. *Self-perception theory* (Bem): An individual perceives his or her own behaviour and forms beliefs and attitudes that are consistent with it.

V. Humanistic theory

A. Maslow's *hierarchy of needs*

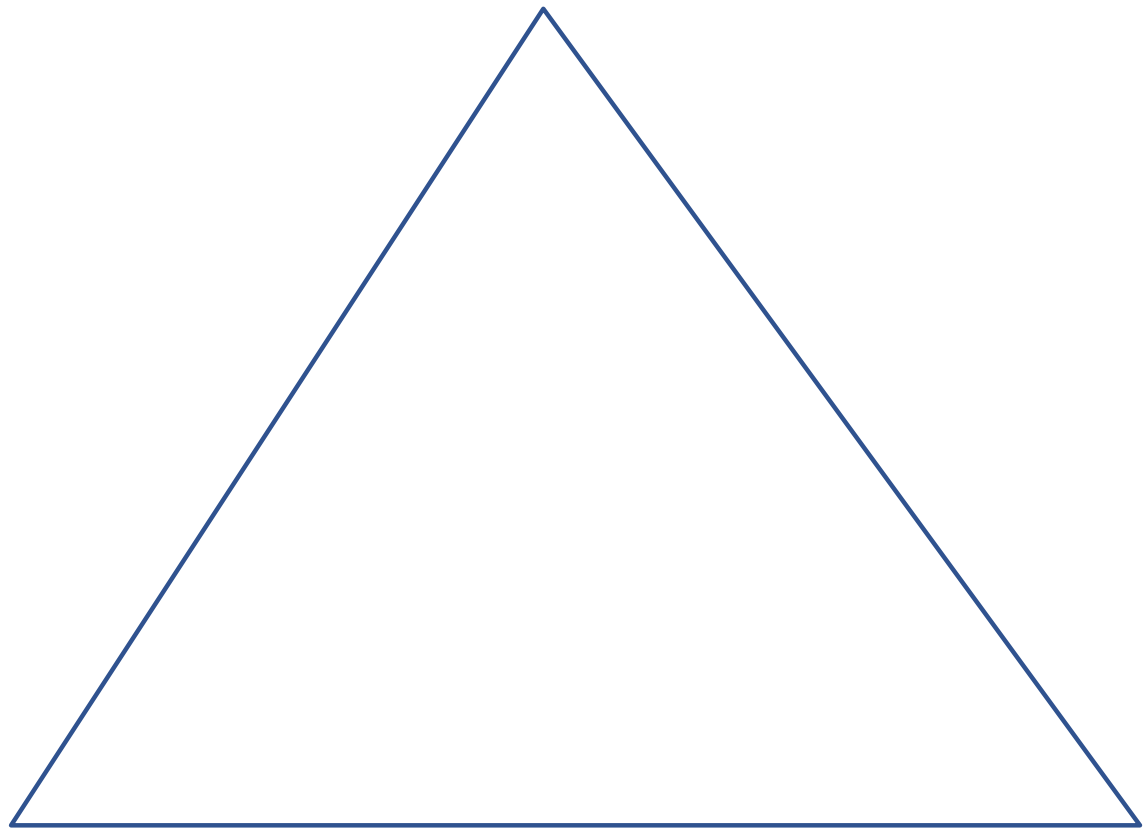
1. Needs are ordered from basic survival to psychological needs: physiological, safety, belongingness, esteem, self-actualization, and transcendence.

2. Each successive level of the hierarchy is addressed only after the preceding level's needs have been met (concept of *prepotency*).

3. Criticism: elitist, ordering of hierarchy, e.g., political or religious fasting (Wahba & Bridgewell.)

ACTIVITY: The Classification of Needs

Classify the following needs according to Maslow's Hierarchy of Needs. First, divide the triangle into 6 equal sections. Fill in the chart placing the levels in their correct place in the hierarchy. Then, look at the needs listed below, and classify them according to level.



Food
Support
Sunlight
Shelter
Acceptance

Self-Respect
Air
Procreation
Realizing potential

Water
Friendship
Car
Identity Beyond the Self

Money
Heat
Love

B. Csikszentmihalyi's flow

1. Deep, authentic involvement in meaningful activities
2. Requires skilled control over instinctive drives

CONCEPT OF FLOW

Flow is a state of optimal experience. BUT, how does flow fit in with other subjective experiences?

Choosing to spend time in activities and **working toward goals** encourages flow.

The less stress and distraction, the greater the opportunity for flow. Psychic entropy is information that conflicts with existing intentions or that distracts people from carrying out intentions (Csikszentmihalyi, 1990). When people experience psychic entropy, they tend to lose flow.

Fully concentrating on an activity that requires all of one's relevant skills produces flow. People in flow situations describe themselves as being so focused on the activity that they do not notice distractions that come along.

Without the need for skill in an activity, the activity becomes meaningless. For example: For those who are not skilled at analyzing English literature, reading a novel by Dickens seems boring and pointless. However, to the expert or avid reader, these novel contains nuances that are both exciting and meaningful.

Goals must be clear, attainable, and meaningful, and feedback must be immediate if flow is to be experienced. For example: The tennis player knows his goal is to hit the ball over the net successfully, even aiming at certain spots to increase the challenge. However, a person whose goal is to watch TV all day usually doesn't experience flow because the goal is ambiguous (how long is "all day"?) and is not challenging or meaningful. Theoretically, working on your psychology should produce more flow than TV watching.

Although people in flow situations are usually engaging in activities that could lead to failure, they often do not fear it because they believe they possess the necessary skill **to accomplish the goal**.

There are two types of "dangers" people experience in flow situations: objective dangers and subjective dangers. Objective dangers are unpredictable physical events that one can prepare for in advance. For example: Rock climbers can prepare for a sudden storm, avalanches, and so on, that are objective dangers. Subjective dangers are dangers that arise from a person's lack of skill that can be overcome through discipline and preparation. For example: Rock climbers who lack the experience to determine their limits (physical and psychological) should gradually take on more challenging climbs to gain this skill.

In flow, time seems to slip away without notice. During flow experiences, what one perceives as a short period of time usually becomes hours without a second thought.

People in flow experiences are not worried about the perceptions of others or feelings of inadequacy. Attention is so concentrated that there is no room for such distractions.

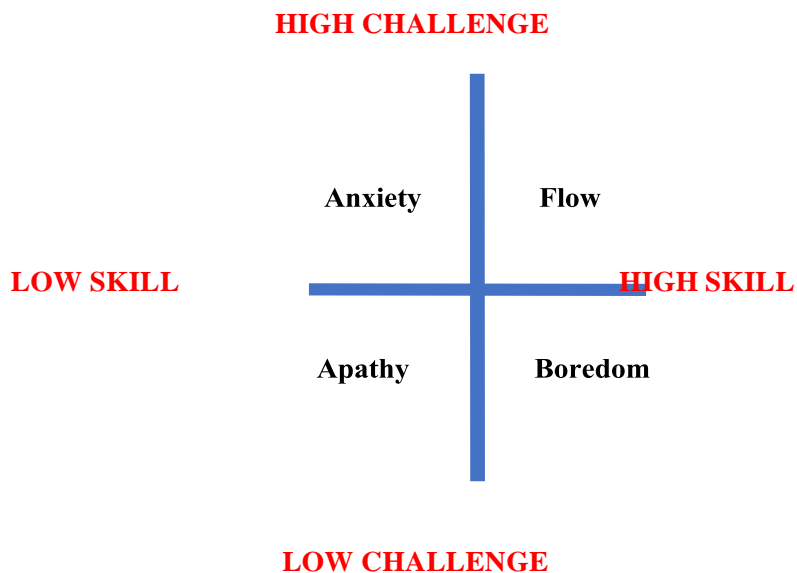
Flow experiences tend to be more enjoyable than pleasurable. The difference between pleasure and enjoyment hinges on what causes the good feelings.

Pleasure is the good feeling that comes from satisfying homeostatic needs like hunger. Feelings of *Enjoyment* is the good feeling(s) people experience when they are challenged beyond homeostatic pursuits. Enjoyable experiences produce flow.

Flow can be experienced in several areas of life: *Work*—attempting to transform mind-numbing jobs into meaningful challenges promotes work as a flow experience. For example: Assembly-line workers may set hourly production goals for themselves and try to beat those goals throughout the day. Each new goal requires more and more skill to accomplish.

Hobbies/Leisure Activities—The more involving of time and energy a leisure activity is, the more enjoyable. For example: Socializing with friends is more enjoyable than watching TV.

Graphical Representation of Flow



IN A NUTSHELL:

- A) If you are in a high challenge situation and you have low skill this will mean greater anxiety. Putting a non-athlete on a basketball court
 - B) If you are in a high challenge situation and you have high skill, you are in your FLOW zone, and life is good.
 - C) If you are in a low challenge situation and you have low skill, apathy can set in.
 - D) If you are in a low challenge situation and you have high skill, you will just be bored. For example, reviewing math problems you can do in your sleep.
- For both C and D, YOU have to make a conscious effort to improve this situation by finding a way to move yourself into an optimal flow zone.

ACTIVITY:

- 1. Identify activities in your life that correspond to each of the sections of the graph.**
- 2. Explain why they fit in these areas.**
- 3. Think of strategies to improve flow in the low challenge categories.**

SCIENCE EDUCATIONAL RESOURCES

Letter to Parents and Students (Ms. Glaze)

Dear Parents and Students,

I hope that you all are well and healthy!

As you may have heard, the government of Quebec and the EMSB have prepared learning materials for all students. These materials can be accessed through the EMSB website.

For the courses that I teach there will be a continuation on learning materials for the topics not yet covered. There will be no evaluation or assignments to pass in. All assignments posted are suggestions only.

I do encourage students to take this opportunity to develop the critical skills of independent learning and time management, which will serve them greatly for higher education.

Secondary 4 Science and Technology and Secondary 4 Environmental Science all of your supplemental materials will be posted on Mr. Charalampous' website listed below

<http://vcharalampous.yolasite.com/>

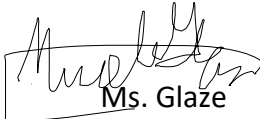
Secondary 3 Science and Technology all students can access the Sec 3 supplemental material on the following website.

<https://sites.google.com/a/emsb.qc.ca/sec-3-science-ms-glaze/>

All course material will be updated periodically and you can contact me with any questions via email (nglaze@emsb.qc.ca).

Stay safe, stay inside, practice social distancing and wash your hands regularly! Be

well.



Ms. Glaze

Teacher Websites

* The websites will be periodically updated

Mr. Charalampous

<http://vcharalampous.yolasite.com/>

* **Ms. Glaze**'s secondary 4 students are to use this site to have access to supplemental materials

Ms. Glaze

<https://sites.google.com/a/emsb.qc.ca/sec-3-science-ms-glaze/>

Mr. Magee

<https://www.schoolology.com/>

Ms. Yopez

<https://www.schoolology.com/>

OTHER EDUCATIONAL RESOURCES

EMSB Educational Resources and Websites

<https://www.emsb.qc.ca/emsb/community/education>

Open School

Have access to various resources available through the Ministry's platform

<https://ecoleouverte.ca/en/>

RVS Web Resources

<http://royalvale.emsb.qc.ca/students-secondary-websites.asp>