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**Course Description/Rationale/Overview:**

This course enables students to develop their understanding of basic concepts in biology, chemistry, earth and space science, and physics, and to relate science to technology, society, and the environment. Throughout the course, students will develop their skills in the processes of scientific investigation. Students will acquire an understanding of scientific theories and conduct investigations related to sustainable ecosystems; atomic and molecular structures and the properties of elements and compounds; the study of the universe and its properties and components; and the principles of electricity.

## Earl Haig

SecondarySchool

# **SNC1D1/3/8**

**Evaluation Profile & Outline**

###  SNC1D1/3/8

##### Grade 9 Academic Science

**Science Department**

**Assessment and Evaluation Strategies**

**Assessment:** Students will be evaluated using a variety of strategies including: practice quizzes, in-class assignments, homework, and self/peer marking.

**Evaluation:** Students will be evaluated using a variety of strategies such as: tests, quizzes, lab reports, lab skills, performance tasks, essays, and presentations. Assessment and evaluation will be based on the provincial curriculum expectations and the achievement levels on the achievement chart outlined in ministry curriculum documents.

**Class Requirements:**

**Materials/Equipment**

Students should have the following minimum supplies: 3 ring binder, loose-leaf paper, graph paper, scientific calculator, pen(s), Pencil(s), ruler protractor and scissors.

**Textbook**

The course textbook is "Investigating Science 9". The replacement cost is $70.00. It is the student’s responsibility to return the same textbook they signed out. If a textbook is not returned, the replacement cost must be paid before a new textbook is issued. Students failing to return their textbook or pay the replacement fee will not receive a new textbook for the following school year, until their textbook is returned or the replacement cost is paid.

##### Late Assignments, Missed Test, Missed Exam

##### *1) Late Assignments* - Late Assignments must be accompanied with a note signed by a parent or guardian stating the reason for tardiness of the assignment. The note must list the due date of the assignment and the actual date of submission. If an assignment is handed in after it has been taken up/handed back, the student will get a mark of zero. Teachers may also impose a penalty for late assignments, at their discretion.

***2)******Missed Tests*** - If a student misses a test/quiz for an unforeseen reason such as illness, the student must bring a note signed by a parent or guardian (indicating that the parent is aware of the missed test/quiz) **in the morning of the day they return to school** and be prepared to write the test/quiz at that time. **Failure to make contact and arrangements with your teacher for a missed test may result in a mark of Zero**. **Once a test/quiz has been taken up/handed back the student will receive a mark of zero.**

***3) Missed Exam*** - If a student misses the Final Exam or any component of the final summative evaluation, they must bring in a medical certificate explaining their absence in order to avoid a mark of zero.

**Subject-Specific/Department Information**

Science office Room 345

416-395-3210 ext. 20095

**Textbook**: "Investigating Science 9" (Pearson) is available online: [http://www.sciencesource2.ca/pgs/index.php](https://webmail.tdsb.on.ca/owa/redir.aspx?SURL=AF0OPAXYcxiY1CZJhDdfrvhNpYhi6jlM0dfvQQyO-TVeecv6VLnSCGgAdAB0AHAAOgAvAC8AdwB3AHcALgBzAGMAaQBlAG4AYwBlAHMAbwB1AHIAYwBlADIALgBjAGEALwBwAGcAcwAvAGkAbgBkAGUAeAAuAHAAaABwAA..&URL=http%3a%2f%2fwww.sciencesource2.ca%2fpgs%2findex.php)

or go to ScienceSource.ca and click Investigating Sci 9.

Student Username: Science\_9\_EH

Student Password: carpe\_2010

**Future Activities**

* **In-school Planetarium**
* **Zoo Field Trip**

**Learning Skills\***

**Responsibility** – meets deadlines; takes responsibility for own behaviour

**Organization** – establishes priorities and manages time; uses information, technology and resources top complete tasks time management

**Independent Work** – follows instruction with minimal supervision; uses class time appropriately to complete tasks

**Collaboration** – accepts an equitable share of work in a group; builds healthy peer relationships; works with others to achieve group goals

**Initiative** – looks for opportunities for learning; demonstrates curiosity; approaches new tasks with a positive attitude

**Self-regulation** – sets own goals and monitors own progress; seeks assistance with needed; makes an effort with responding to challenges

\*From: Ontario Ministry of Education. *Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools*. Toronto: Ministry of Education, 2010, 11.

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###  SNC1D1/3/8

##### Grade 9 Academic Science

**Science Department**

## Earl Haig

SecondarySchool

# **SNC1D1/3/8**

**Evaluation Profile & Outline**

###### Final Mark

**Year’s Work 70%**

*General Weight Factor per category*

* *Tests – 3*
* *Quizzes/Assignments/Labs, Presentations, Projects– major - 2, minor - 1*

**Final Summative Evaluation 30%**

* *Summative Project–10%*
* *Final Exam – 20%*

**Achievement Categories and Weighting**

* **Knowledge / Understanding 20 %**: knowledge of facts and terms; understanding of concepts, principles, guidelines and strategies; understanding of relationships among concepts.
* **Application (Making Connections) 10 %**: connection of concepts to everyday life.
* **Thinking/Inquiry 20 %:** Problem solving, formulating questions; planning, selecting strategies and resources; analyzing and interpreting information, and forming conclusions.
* **Communication 20%**:Communication of information and ideas, communication for different audiences, use of various forms of communication with respect to the assigned topic.

Teacher Info: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Student Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Course Outline/Curriculum Strands:**

1. Earth/Space Science: Astronomy and Space Exploration

* assess some of the costs, hazards, and benefits of space exploration and the contributions of Canadians to space research and technology;
* investigate the characteristics and properties of a variety of celestial objects visible in the night sky;
* demonstrate an understanding of the major scientific theories about the structure, formation, and evolution of the universe, its components, and of the evidence that supports these theories.

2. Physics: Electrical Application

* assess some of the costs and benefits associated with the production of electrical energy from renewable and non-renewable sources, and analyse how electrical efficiencies and savings can be achieved, through both the design of technological devices and practices in the home;
* investigate and understand the various properties and principles of both static and current electricity, and the quantitative relationships between potential difference, current, and resistance in electrical circuits

3. Chemistry: Exploring Matter

* assess social, environmental, and economic impacts of the use of common elements and compounds, with reference to their physical and chemical properties;
* investigate and understand the physical and chemical properties of common elements and compounds, and of the organization of elements in the periodic table.

4. Biology: Sustainable Ecosystems and Human Activity

* assess the impact of human activities on the sustainability of terrestrial and/or aquatic ecosystems, and evaluate the effectiveness of courses of action intended to remedy or mitigate negative impacts;
* investigate factors related to human activity that affect terrestrial and aquatic ecosystems, and explain how they affect the sustainability of these ecosystems;
* demonstrate an understanding of the dynamic nature of ecosystems, in terms of ecological balance and the impact of human activity on the sustainability of terrestrial and aquatic ecosystems.