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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 apply their knowledge of science to everyday situations. They are also given opportunities to develop practical skills related to scientific investigation. Students will plan and conduct investigations into practical problems and issues related to the impact of human activity on ecosystems; the structure and properties of elements and compounds; space exploration and the components of the universe; and static and current electricity.

## Earl Haig

SecondarySchool

# **SNC1P1**

**Evaluation Profile & Outline**

### SNC1P1

##### Grade 9 Applied Science

**Science Department**

**Class Requirements:**

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.

**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.

##### 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.

**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

**Textbook**

The course textbook is "Science Links 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.

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

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### SNC1P1

##### Grade 9 Applied Science

**Science Department**

## Earl Haig

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# **SNC1P1**

**Evaluation Profile & Outline**

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

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

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

**Course Outline/Curriculum Strands:**

1. Earth/Space Science: Astronomy and Space Exploration

* analyse the major challenges and benefits of space exploration, and assess the contributions of

Canadians to space exploration;

* investigate the properties of different types of celestial objects in the solar system and the universe;
* demonstrate an understanding of major astronomical phenomena and of the principal components

of the solar system and the universe.

2. Physics: Electrical Application

* assess the major social, economic, and environmental costs and benefits of using electrical energy,

distinguishing between renewable and non‑renewable sources, and propose a plan of action to

reduce energy costs;

* investigate and understand the properties of static and current electricity and the cost of the consumption of electrical energy;

3. Chemistry: Exploring Matter

* analyse how properties of common elements and/or simple compounds affect their use, and assess

the social and environmental impact associated with their production or use;

* investigate and understand the physical and chemical properties of common elements and simple compounds and general features of the organization of the periodic table.

4. Biology: Sustainable Ecosystems and Human Activity

* analyse the impact of human activity on terrestrial or aquatic ecosystems, and assess the

effectiveness of selected initiatives related to environmental sustainability;

* investigate some factors related to human activity that affect terrestrial or aquatic ecosystems, and

describe the consequences that these factors have for the sustainability of these ecosystems;

* demonstrate an understanding of characteristics of terrestrial and aquatic ecosystems, the

interdependence within and between ecosystems, and the impact humans have on the sustainability

of these ecosystems.

###### Final Mark

**Year’s Work 70%**

*General Weight Factor per category*

* *Tests – 3*
* *Quizzes/Assignments/Lab Reports –*

*major - 2, minor - 1*

**Final Summative Evaluation 30%**

*Final Exam – 20%*

*Summative Project – 10%*

**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.