



GREATER ESSEX
COUNTY DISTRICT
SCHOOL BOARD
www.publicboard.ca

ESSEX DISTRICT HIGH SCHOOL

244 Talbot Street North • Essex • Ontario • N8M 2E1
Telephone: 519-776-7344 • Fax: 519-776-4902

Course Information Sheet

SCHOOL YEAR **September 2016**

TEACHER **Mr. Qawwas** DEPARTMENT HEAD **Mr. Arner**

COURSE CODE **SNC1P**
(click for code)
Course Name/Grade, Type, Prerequisite and Description will automatically fill in.

COURSE NAME/GRADE **Science, Grade 9, Applied**

COURSE TYPE **Science** CREDIT VALUE **1.0**

PREREQUISITE **None**

COURSE DESCRIPTION

DESCRIPTION of course as found in the course of study outline:

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.

Addendum to course description (up to 30 word maximum).

Assessment and Evaluation

Assessment and evaluation will be based on the provincial curriculum expectations and the achievement levels outlined in The Ontario Curriculum policy documents. Students will be given numerous and varied opportunities to demonstrate their learning.

For 2016-17, teachers may organize evidence of student learning based on one of the following approaches:

- Achievement chart categories of knowledge and skills (Thinking, Application, Communication, Knowledge)
- OR
- Curriculum Expectations (learning goals based on overall expectations and groups/clusters of specific expectations)

Determination of a Grade

Teachers will take various considerations into account before making a decision about the grade to enter on the report card. Determining a report card grade will involve teacher's professional judgement and interpretation of the evidence and will reflect the student's most consistent level of achievement with special consideration given to the more recent evidence. Marks are not merely a calculation of averages, but an evaluation of the consistent achievement of the student. Some evidence of learning may be given greater emphasis than others.

70% of the grade will be based on term work during the course, 30% will be based on a final summative evaluation (FSE) completed during the last 4-6 weeks for semestered schools and in the last 6-8 weeks for non-semestered schools. No exemptions are permitted on any component of the FSE.

DESCRIPTION OF THE FINAL SUMMATIVE EVALUATION (FSE)

Final Exam

} = 100% of FSE and 30% of final report card mark

The FSE is completed in the last 4-6 weeks for semestered schools and in the last 6-8 weeks for non-semestered schools. No exemptions are permitted on any component of the FSE.

100% of final report card mark

THE FOLLOWING ASSESSMENT STRATEGIES WILL BE USED THROUGHOUT THE COURSE:

- | | | | | |
|--------------------------------|---|--------------|---|--|
| <input type="checkbox"/> story | <input checked="" type="checkbox"/> booklet/pamphlet/poster | E N S | <input checked="" type="checkbox"/> debate | <input checked="" type="checkbox"/> simulation |
| <input type="checkbox"/> play | <input checked="" type="checkbox"/> manual/brochure | | <input checked="" type="checkbox"/> role play | <input checked="" type="checkbox"/> seminar |

PERFORMANCE PRODUCTS	<input type="checkbox"/> poem	<input type="checkbox"/> musical composition	PERFORMING DEMONSTRATION (live or tape)	<input checked="" type="checkbox"/> dialogue	<input checked="" type="checkbox"/> oral presentation
	<input checked="" type="checkbox"/> review/critique	<input type="checkbox"/> performance appraisal		<input type="checkbox"/> recital	<input type="checkbox"/> visual presentation
	<input type="checkbox"/> game	<input type="checkbox"/> other (please specify)		<input type="checkbox"/> retelling	<input type="checkbox"/> artistic performance
	<input checked="" type="checkbox"/> research paper/project			<input type="checkbox"/> performance	<input type="checkbox"/> portfolio
				<input checked="" type="checkbox"/> lab/experiment	<input type="checkbox"/> other (please specify)

PERSONAL COMMUNICATION	<input checked="" type="checkbox"/> classroom discussion	<input checked="" type="checkbox"/> questionnaire/survey	PAPER/PENCIL	<input checked="" type="checkbox"/> quiz	<input checked="" type="checkbox"/> exam
	<input type="checkbox"/> interview	<input checked="" type="checkbox"/> self-assessment		<input checked="" type="checkbox"/> test	<input type="checkbox"/> essay
	<input type="checkbox"/> conference	<input checked="" type="checkbox"/> peer assessment		<input type="checkbox"/> other (please specify)	
	<input checked="" type="checkbox"/> reflective or response journal	<input type="checkbox"/> other (please specify)			
	<input type="checkbox"/> learning log				
	<input checked="" type="checkbox"/> oral test/exam/report				

COURSE RESOURCES

WEBSITE: http://mrqawwasscience.weebly.com/	TWITTER: @SXbiology
EDSBY: https://publicboard.edsby.com/	INSTAGRAM: @SXbiology
TEXTBOOK: McGraw-Hill Ryerson Science Links 9	PINTEREST: @SXbiology
REMINDE: text @snc1p-edhs to 506-802-8639	

STUDENT RESPONSIBILITIES	LEARNING SKILLS AND WORK HABITS
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<p>Students are responsible for:</p> <ul style="list-style-type: none"> ♦ complying with the GECSB acceptable computer use policy ♦ providing evidence of their achievement ♦ demonstrating academic honesty ♦ completing work to the best of their ability ♦ submitting work to teachers on time ♦ attending classes and being active participants in the learning and assessment process ♦ communicating with teachers when there is difficulty in meeting timelines ♦ ensuring that missed work is completed within pre-established timelines ♦ communicating to parents assessment and evaluation methods and pertinent due dates and timelines for work submission ♦ complying with school code of conduct policy and classroom expectations as outlined by the teacher 	<p>The development of learning skills and work habits is an integral part of a student's learning. The following learning skills and work habits will be assessed and evaluated:</p> <ul style="list-style-type: none"> • Responsibility • Organization • Independent work • Collaboration • Initiative • Self-regulation
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FOR MORE INFORMATION GO TO www.publicboard.ca AND FOLLOW THE PARENT LINK

Dear Parents/Guardians:
Please read, sign and return this Course Information Sheet with your son/daughter.
If you have any questions, please contact the school.
Parents will be notified if changes to the Course Information Sheet are made during the semester.

Signature of Student

Signature of Parent/Guardian

Date