

**ST. MARY HIGH SCHOOL**

380-14th Street West

Prince Albert, SK S6V 3L5

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| **ST. MARY HIGH SCHOOL**  **COURSE OUTLINE 2019/20** |

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| **COURSE NAME:** **Science 9** | **PRE-REQUISITE:** -------- |
| **TEACHER:** **Mrs. Barrett** | **ROOM NUMBER: 233** |
| **E-MAIL:**  **deana.barrett@pacsd.ca** | **WEBSITE:**  **www.mrsbarrettscienceweebly.com** |

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| **SUBJECT COMPETENCIES** |
| * **Understands Scientific Concepts**- knows and understands scientific principles, laws, and theories within the nature of science * **Uses Scientific Processes and Skills-** Initiates and plans, observes and describes, analyzes and interprets, communicates and collaborates |

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| **COURSE AIMS AND GOALS** |
| **Understand the Nature of Science and STSE Interrelationships**  Students will develop an understanding of the nature of science and technology, their interrelationships, and their social and environmental contexts, including interrelationships between the natural and constructed world. |
| **Construct Scientific Knowledge**  Students will construct an understanding of concepts, principles, laws, and theories in life science, in physical science, in earth and space science, and in Indigenous Knowledge of nature; and then apply these understandings to interpret, integrate, and extend their knowledge. |
| **Develop Scientific and Technological Skills**  Students will develop the skills required for scientific and technological inquiry, problem solving, and communicating; for working collaboratively; and for making informed decisions. |
| **Develop Attitudes that Support Scientific Habits of Mind**  Students will develop attitudes that support the responsible acquisition and application of scientific, technological, and Indigenous knowledge to the mutual benefit of self, society, and the environment. |

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| **REQUIRED MATERIALS** |
| * binder with loose-leaf and/or notebook * highlighter * pen (no red or neon) * pencil & eraser * calculator |

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| **COURSE DESCRIPTION** |
| **Unit 1: Atoms and Elements**   * Properties and Change * Atoms & Elements * Models of Atoms * Periodic Table   **Unit 2: Electricity**   * Static and Current Electricity * Circuits * Electrical Energy: principles, operating costs, efficiency * Electrical Energy: past and present methods of production and distribution   **Unit 3: The Power of Reproduction**   * Genetics and DNA * Sexual Reproduction * Asexual Reproduction * Understanding Human Development   **Unit 4: Exploration of the Universe**   * The Changing View and Understandings of our Solar System * Astronomical Bodies in our Solar System * Human Capabilities in Exploring Space * Earth and Space |

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| **ASSESSMENT** |

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| **Assessment Categories** |
| Labs |
| Building-circuits, models |
| Assignments |
| Open Book Quizzes |
| Exams |

The student’s achievement mark will be based on the following:

* It is your responsibility to see me about writing an exam

or quiz that was missed- I will **not** chase you to make

you write it.

**COMPETENCIES RUBRIC**

The competencies come from the aims and goals of the curriculum which are broad statements identifying what students are expected to know, understand, and be able to do upon completion of study of this course:

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| 1-Beginning | 2-Developing | 3-Progressing | 4-Established |
| With help understands parts of the simpler concepts and performs a few of the simpler processes. | Understands the simpler concepts and performs the simpler processes. | Understands more complex concepts and is able to perform complex processes that are explicitly taught. | Has a deep understanding of complex concepts and processes and can apply to new situations. |

**FACTORS AFFECTING ACHIEVEMENT RUBRIC**

Those habits, expectations, behaviours and attitudes that affect learning: The Factors Affecting Achievement have been grouped under four categories: Confidence, Collaboration, Organization, and Responsibility.

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| 1-Beginning | 2-Developing | 3-Progressing | 4-Established |
| Meets some expectations with continual guidance and frequent reminders. | Meets most expectations with some guidance and several reminders. | Meets all expectations with minimal guidance and occasional reminders. | Meets all expectations independently, provides a positive influence. |

**Academic Legend**

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| **Grade 9** |
| DM – Demonstrates mastery of the term outcomes  CM – Consistently meets the term outcomes  UM – Usually meets the term outcomes  AO – Approaching the term outcomes  NY – Does not yet meet the term outcomes  INS – Insufficient evidence to evaluate  NA – Not applicable this term |

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| **ASSESSMENT EXPECTATIONS** |

**Teacher Guidelines** *as per Division Policy and the Assessment and Evaluation Handbook*In instances where it isn’t practical to speak directly to the classroom teacher due to time restrictions students are asked to speak with an administrator. It is always preferable to be done in advance but we understand that in legal, medical and compassionate situations time does not always allow for advanced warning.

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| **Submitting/Demonstrating Assessments** | Please submit your assignments directly to the classroom teacher or to the location determined by the teacher for submitted work on the assigned due date. |
| **Late Assessments** | In the event that an extension is needed, the student is required to meet with the teacher in advance, if possible to determine a mutually agreed-upon plan of action.  If extensions are becoming habitual, the teacher may contact an administrator to determine the best course of action. |
| **Reassessment** | Circumstances may warrant the provision of the opportunity to be reassessed on an assignment, activity*,* or an examination in order to establish the most consistent demonstration of learning. If a student thinks this applies to his/her situation the student is required to meet with the teacher to determine a mutually agreed-upon plan of action. |

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| **ACADEMIC INTEGRITY** |
| St. Mary High School supports the development of a culture of student responsibility and academic integrity. Students are expected to familiarize themselves with the expectations outlined in the student handbook regarding academic honesty and to uphold the expectations with regard to plagiarism, cheating, timeliness and overall student responsibility. |
| **Academic Integrity is:**   * Providing evidence of one’s own learning through demonstration of responsibility, honesty, trust and respect. * Planning for and completing assignments and assessments to the best of one’s ability by following the assignment guidelines given by the teacher. * Citing research, knowledge and evidence of others. * Meeting deadlines set by the teacher. Extenuating circumstances must be discussed with the teacher.     **Lack of Academic Integrity is:**   * Cheating. * Plagiarism:   + turning in someone else's work as your own;   + copying words or ideas from someone else without giving credit;   + failing to put a quotation in quotation marks;   + giving incorrect information about the source of a quotation;   + changing words but copying the sentence structure of a source without giving credit;   + copying so many words or ideas from a source that it makes up the majority of your work, whether you give credit or not ;   + Using an image, video or piece of music in a work you have produced without receiving proper permission or providing appropriate citation is plagiarism.   *What Is Plagiarism?* (n.d.) Retrieved May 20, 2015, from <http://plagiarism.org/citing-sources/whats-a-citation>   * Having others complete the work. * Buying papers from the internet. * Resubmission of previously submitted work.   **Cases of Infringement**   * Each incident infringement with academic integrity must be reported to the grade-level administrator. |