



## The Woodlands School

### Course Outline

#### Course Description:

In this course students will 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 static and current electricity.

#### Course Units & Learning Goals

Unit	Learning Goals / Big Ideas	Summative Evaluations
Investigating Skills & Career Exploration	Initiating and planning, performing and recording, analyzing and interpreting, & communicating lab results; researching and identifying various scientific career opportunities	Tests, Quizzes, Assignments, Research projects, labs, presentations written reports, essays, notebooks, graphing, case studies, making models, observations, discussions, reflections, blogs, computer simulations, debates
Atoms and Elements	Atomic models; properties; chemical reactions; periodic table; bond formation and types	
The Characteristics of Electricity	Static and current electricity; circuits; quantitative relationships for I, V, and R; technologies	
The Study of the Universe	Celestial objects and their movement; space science tools and techniques; space exploration; technology and careers relating to space.	
Sustainability and Ecosystems	Components of ecosystems; energy flow; characteristics of sustainable ecosystems; human factors in Canadian and global contexts	

#### Final Evaluation(s)

Summative task

Exam

#### Assessment & Evaluation

Assessments and evaluations are based on the provincial expectations and levels of achievement outlined in the provincial curriculum document for each subject in secondary school. A wide range of assessment and evaluation opportunities allows students to demonstrate their learning in a variety of ways. The final grade will be determined as follows:

- **Seventy percent** of the grade will be based on evaluation conducted throughout the course;
- **Thirty percent** of the grade will be based on final evaluations administered at or towards the end of the course.

#### Evidence of Learning

Products, Conversations and Observations inform Final Grade

Knowledge & Understanding 15%	Thinking & Investigation 25%	Communication 10%	Application 20%
Knowledge and understanding of content.	Use of initiating and planning skills and strategies; use of processing skills and strategies; use of critical thinking processes, skills and strategies.	Expression and organization of ideas and information; communication for different audiences and purposes; use of conventions, vocabulary and terminology of the discipline in oral, visual and or written forms	Application of knowledge and skills; transfer of knowledge and skills; making connections between science, technology, society and the environment; proposing courses of practical action to deal with problems relating to STSE

## Learning Skills

The following learning skills will be taught throughout the course and will be shown on the report card. Student performance in these skill areas will not be included in the final numeric mark. It is important to remember, however, that the development and consistent practice of these skills will influence academic achievement. These skills include:

	<b>E – Excellent</b>	<b>G – Good</b>	<b>S – Satisfactory</b>	<b>N – Needs Improvement</b>
<b>Responsibility</b>	<b>Organization</b>			
<b>Independent Work</b>	<b>Collaboration</b>			
<b>Initiative</b>	<b>Self-Regulation</b>			

## Missed Assessments

1. Students who know ahead of time that they will miss an assessment are expected to discuss the situation beforehand with the subject teacher and any group peers that may be affected.
2. Students who miss an in-class summative assessment for an unauthorized reason may lose the opportunity to complete the task.
3. Students who are absent on the day of an assessment for reasons such as illness, field trip, or suspension, are responsible for meeting with the subject teacher to make alternative arrangements to submit/ complete the assessment.
4. Failure to complete compulsory major assessments, including the final assessment, may result in loss of credit.

## Deadlines

Deadlines are realistic in the normal working life outside the school setting. At appropriate times throughout the school year (e.g., at the beginning of the term, when an assignment is given, etc.), teachers will communicate deadlines and the consequences for not completing assignments for evaluation or for submitting those assignments late.

1. Seek assistance from the subject teacher when they feel unable to complete a task/assignment due to insufficient knowledge or skill. Be sure to advise the subject teacher of any difficulty well before a task/assignment is due.
2. Negotiate alternate deadlines well before an established due date.
3. Understand that chronic lateness in submitting tasks/assignments could result in insufficient evidence of learning, and may require him/her to demonstrate his/her knowledge and skills by an alternate manner to successfully achieve his/her credit.

## Cheating, Academic Integrity, Plagiarism

Students are expected to demonstrate INTEGRITY and submit assignments that are their own work. Cheating is defined as completing an assignment in a dishonest way through improper access to the answers.

Plagiarism is submitting someone else's words, images, data, and/or ideas as your own original work. Examples include but are not limited to: copying another's project (portions or whole) and copying/paraphrasing parts of a book, website or article without proper reference or citation method as defined by the subject teacher.

If an evaluation is plagiarized, students will:

- Attend a teacher-student interview to determine circumstances of plagiarism;
- Following investigation by the teacher and/or administration, student will accept consequences determined by the investigation;
- Be made aware that any incidents of confirmed plagiarism will be documented by the administration.



## THE WOODLANDS SCHOOL

***Discriminatory slurs and statements have no place in our learning environment.***

### **Building Classroom Goals and addressing discriminatory statements**

**Discriminatory statements** are any derogatory word or slur, comment or image that connects to a code ground. These code grounds are detailed on the [\*\*Ontario Human Rights Commission's website\*\*](#). They include age, ancestry, colour, race, family status, citizenship, gender identity, gender expression, ethnic origin, place of origin, receipt of public assistance, creed, sex, sexual orientation and disability.

Human Rights Policy 51 outlines a responsibility that immediate intervention is taken to ensure that all members of the PDSB rights are not infringed upon.

### **If a discriminatory statement is made in the classroom or outside the classroom the following steps will be taken:**

- Interruption and Disruption
- Reporting
- Restoring
- Investigation
- Outcomes and Communication

The intent of these steps are to ensure that our school is free of discrimination. This school wide approach will be reflective of care, kindness, humility, empathy, community, accountability, learning and restoration.

Please fill out [\*\*this electronic form\*\*](#) to show that you are aware of the expectations of this course. Students will be asked to refer to this document when necessary.

**Marks**

Anchor marks are designated marks for each level of achievement assigned to students during reporting cycles based on evidence of learning from observations, conversations and student products. They support criterion-referenced assessment. Anchor marks are not true midpoints in the mathematical sense. Teachers still use both mathematical calculations and professional judgment to arrive at an anchor mark, combined with the principle of most consistent achievement with special consideration for more recent evidence.

Description	Achievement Level	Anchor Mark
<b>Exemplary Performance</b>	4*	100
	4++	97
	4+	91
<b>Exceeds Provincial Standard</b>	4	88
	4-	84
<b>Meets Provincial Standard</b>	3+	78
	3	75
	3-	71
<b>Approaches Provincial Standard</b>	2+	68
	2	65
	2-	61
<b>Below Provincial Standard</b>	1+	58
	1	55
	1-	51
<b>Remedial</b>	R	45
<b>Incomplete</b>	I	35