

# Science 14 Course Outline

---

Mayerthorpe JR SR High School  
Room: 122 (Mrs. Knott's Room)

Mrs. Knott's Contact Information:  
Email: [shelley.knott@ngps.ca](mailto:shelley.knott@ngps.ca)  
2019-2020

## About Science 14

Science 14 is an exciting, hands-on exploration of the world around us. The focus of this course will be the hands-on application of the science discussed in class. To that end, the content of this course will consist heavily of note packages for students to follow along and utilize for study, labs and summative assessments in the form of chapter tests and a final exam.

## Units of Study

Units of study are based on the curriculum, to be approached through the use of the textbook Science Connect 1.

### Unit 1 - Investigating the Properties of Matter (September)

Understanding Matter, Pure Substances: Elements and Compounds, Mixtures and Their Uses, Solutions and the Environment

### Unit 2 - Energy Transfer Technologies (October)

Heat and Heat Transfer, Controlling Heat Transfer, Simple Machines and Energy Transfer

### Unit 3 - From Life to Lifestyle (November)

Structure and Function of Plant and Animal Cells, Life Functions Common to Living Things, Food for Life, Maintaining Homeostasis

### Unit 4 - Matter and Energy in the Biosphere (December)

The Web of Life, Populations, Ecosystems and Biomes, Protecting the Environment

## Course Evaluation

Assignments, Projects and Labs..... 40%  
Chapter Tests and Quizzes..... 40%  
Final Exam ..... 20%

## Required Materials (Student Provided)

- Pencil
- Eraser
- Calculator
- Binder with Lined Paper

## Student Expectations

Students in Mrs. Knott's Science 14 class are expected to be responsible for their own work. Assuming students use class time wisely, they will not have homework in this class. If not, they may have homework. Regardless, classwork (assignments and labs) must be handed in on time. Any quizzes or tests missed must be made up on the students' own time, as missing class time will put

them further behind in the class. Lastly, please ensure your footwear is clean so as to respect the cleanliness of both the lab and the school.

### **Late Policy**

Students must be on time for class. They are expected to be in class at the bell. Students that miss 25% of the class will be marked absent. (10 min for 40 min class, 20 min for 80 min class)

Students who are consistently late will receive contact home and possible meetings with administration, to ensure their success.

### **Attendance Policy**

As per school policy, contact home will be made if there is a concern regarding missed classes. After the 11<sup>th</sup> absence, the student will be referred to administration.

### **Assessment**

**Assessment for Learning (Formative Assessment)** is a systematic process of collecting information or evidence about student learning and is not assigned a grade/mark for the report card.

**Assessment of Learning (Summative Assessment)** is the judgment we make about the assessments of student learning based on established criteria and a mark/grade is recorded for the report card. The purpose of assessment is to improve student learning. This means that judgments of student performance must be criterion-referenced so that descriptive feedback can be given that includes clearly expressed next steps for improvement. Tools of varying complexity are used by the teacher to facilitate this. For the more complex evaluations, the criteria are incorporated into a rubric where levels of performance for each criterion are stated in language that can be understood by students. Where possible, students will be engaged in their own assessment through self-reflection and the construction of rubrics

Assessment is embedded within the instructional process throughout each unit rather than being an isolated event at the end. Often, the learning and assessment tasks are the same, with formative assessment provided throughout the unit. In every case, the desired demonstration of learning is articulated clearly and the learning activity is planned to make that demonstration possible. This process of beginning with the end in mind helps to keep focus on the expectations of the course curriculum outcomes. The evaluations are expressed as a percentage/mark/grade based upon levels of achievement.

When the teacher's professional judgment indicates the student is in a position to demonstrate learning on a summative assessment with greater success than the initial attempt, such as alternative or additional summative assessment will be provided at a time agreed upon by the student and the teacher.

## Appeals Process

Should a situation arise where a student is not satisfied with an assessment outcome, first discuss the matter with the teacher outside of class time. If the teacher and student are unable to resolve the issue, then the teacher will approach another teacher to assess the assignment. (The teacher will not have prior knowledge of the student's name or the previous grade for the given assignment). If there is still an issue, a meeting will be set up between the student, teacher, parents and administration to resolve the matter. The commencement of an appeal must occur in a timely manner; within 48 hours of receiving the marked assignment. In return, the appeal process will be completed as soon as possible.

## The Final Mark/Grade:

The evaluation for this course is based on the student's achievement of curriculum expectations and the demonstrated skills required for effective learning.

## Grade Determination

**Term grade determination:** Grade will be based upon evaluations conducted throughout the course. This portion of the grade will reflect the student's most consistent level of achievement throughout the course, although special consideration will be given to more recent evidence of achievement.

**Final grade determination:** Grade will be based upon the accumulation of term grade evidence and a final examination administered at the end of this course, based on an evaluation of all units in the course. This grade will reflect the student's most consistent level of achievement throughout the course, although special consideration will be given to more recent evidence of achievement.

The final mark/grade represents the quality of the student's overall achievement of the expectations for Science 14 and reflects the corresponding level of achievement. Credit is granted and recorded for this course if the student's grade is 50% or higher.

This course outline is available on the school website and no longer has to be returned signed.

TEACHER:

*Mrs. Shelley Knott*

