



Course Information Sheet

SCHOOL YEAR **2012 / 2013**

TEACHER **Mr. Blanchard** DEPARTMENT HEAD **Mrs. J. Hicks**

COURSE CODE **SNC1L**
(click for code)
Course Name/Grade, Type, Prerequisite and Description will automatically fill in.

COURSE NAME/GRADE **Locally Developed Compulsory Credit Course: Science, Grade 9**

COURSE TYPE **Locally Developed Compulsory Credit Course: Science, Grade 9** CREDIT VALUE **1.0**

PREREQUISITE **None**

COURSE DESCRIPTION

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

This course emphasizes reinforcing and strengthening Science-related knowledge and skills, including scientific inquiry, critical thinking, and the relationship between Science, society, and the environment, to prepare students for success in everyday life, in the workplace, and in the Grade 11 Science Workplace Preparation course. Students explore a range of topics, including Science in daily life, properties of common materials, life-sustaining processes in simple and complex organisms, and electrical circuits. Students have the opportunity to extend mathematical and scientific process skills and to continue developing their skills in reading, writing, and oral language through relevant and practical Science activities.

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

BOTH TERM WORK AND THE FINAL SUMMATIVE EVALUATION ARE BASED ON THE FOLLOWING ACHIEVEMENT CHART WEIGHTINGS:

Thinking **25 %** Application **20 %** Communication **20 %** Knowledge/Understanding **35 %**

COURSE OVERVIEW	DESCRIPTION OF TERM WORK		ESTIMATED TIME	} = 100% of Term Work and 70% of final report card mark
	1	Scientific Inquiry: Science in Daily Life	15 hours	
	2	Biology: Staying Alive	25 hours	
	3	Physics: Electrical Circuits	25 hours	
	4	Chemistry: Properties of Common Materials	25 hours	
	5	Summative Evaluation: Making Personal Decisions	15 hours	
DESCRIPTION OF THE FINAL SUMMATIVE EVALUATION (FSE)				} = 100% of FSE and 30% of final report card mark
<p>Students demonstrate laboratory and technical inquiry skills and the concept of "fair test" that they developed throughout the course. By investigating a personally chosen topic, students collect data through scientific investigations, research a product of their choice, and provide a recommendation for choosing a product.</p> <p>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.</p>				

THE FOLLOWING ASSESSMENT STRATEGIES WILL BE USED THROUGHOUT THE COURSE:

PERFORMANCE PRODUCTS	<input type="checkbox"/> story	<input checked="" type="checkbox"/> booklet/pamphlet/poster	PERFORMANCE DEMONSTRATIONS (live or tape)	<input type="checkbox"/> debate	<input checked="" type="checkbox"/> simulation
	<input type="checkbox"/> play	<input type="checkbox"/> manual/brochure		<input type="checkbox"/> role play	<input type="checkbox"/> seminar
	<input type="checkbox"/> poem	<input type="checkbox"/> musical composition		<input type="checkbox"/> dialogue	<input checked="" type="checkbox"/> oral presentation
	<input type="checkbox"/> review/critique	<input type="checkbox"/> performance appraisal		<input type="checkbox"/> recital	<input checked="" 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 checked="" type="checkbox"/> portfolio
				<input checked="" type="checkbox"/> lab/experiment	<input type="checkbox"/> other (please specify)

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

COURSE RESOURCES

McGraw-Hill Ryerson: Science Essentials 9	
Web Resources	
Teacher developed resources	

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 GECDSB 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.gecdsb.on.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.

Signature of Student

Signature of Parent/Guardian

Date