

Science 7
Mayerthorpe Jr/Sr High School
2019-2020

Instructor: Mr. Law

Room: 114

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COURSE DESCRIPTION

In Science 7 students will be using a variety of learning methods to focus on these five themes:

- *Sustainability in balanced ecosystems.*
- Processes which transform plants into food and fibre products.
- Heat and what heat-related technologies are used in a sustainable way.
- Loads and forces acting on structures and how strength and stability can be enhanced.
- Patterns in the nature and distribution of Earth's materials.

COURSE CURRICULUM OUTCOMES: *From the Alberta Science Program of Studies*

Science, Technology and Society (STS) – *Students will* develop an understanding of the nature of science and technology, the relationships between science and technology, and the social and environmental contexts of science and technology.

Knowledge – *Students will* construct knowledge and understandings of concepts in life science, physical science and Earth and space science, and apply these understandings to interpret, integrate and extend their knowledge.

Skills – *Students will* develop the skills required for scientific and technological inquiry, for solving problems, for communicating scientific ideas and results, for working collaboratively and for making informed decisions.

Attitudes – *Students will be encouraged to* develop attitudes that support the responsible acquisition and application of scientific and technological knowledge to the mutual benefit of self, society and the environment.

COURSE TOPICS/UNITS		DATES (approximate)
1.	Unit A: Interactions and Ecosystems	September-October
2.	Unit B: Plants for Food and Fibre	November-December
3.	Unit C: Heat and Temperature	January-February
4.	Unit D: Structures and Forces	March-April
5.	Unit E: Planet Earth	May-June

RESOURCES/TEXTS/SUPPLIES

1. Textbook: Science in Action 7, Addison Wesley
2. Teacher Provided Resources

MATERIALS

Students are required to bring to each class:

- binder with lined paper
- writing utensil (blue or black pen, or pencil)
- assigned textbook

Upon arrival, any other supplies will be listed on the board and must be obtained immediately from their lockers.

FEES

There are no extra fees related to this course. If unexpected fees arise, parents will be notified in advance.

COURSE EVALUATION

Quizzes and Unit Exams	50%
Assignments and Projects	30%
Final Exam	20%

TOTAL	100%
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The marking scheme is cumulative. Good attendance, while not forming part of the evaluation, is obviously necessary for the student to maximize potential. Since the majority of the marks come from exams, it is important to emphasize to the student the need for constant review and exceptional study skills.

Summative assessment is **not optional**. This includes exams, quizzes, assignments and projects. Students deciding not to do the work or consistently performing poorly will be given an opportunity to discuss their choices and progress in class with their parents and school administration, and will still be required to do the assigned work.

Students who require extra assistance with the subject matter are urged to see me during class time, and make an appointment for before or after school.

ASSIGNMENTS/ PROJECTS

1. All assignments and projects are due on assigned date.
2. All assignments must be completed, this is not optional. Students with late assignments will be given reminders, contact home, and possibly referred to the office in order to receive the assignment in a timely manner.
3. If you are absent and unable to hand in the assignments, you will be expected to hand it in as soon as possible upon your return.

STUDENT 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)** 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.

The Final Grade:

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

The percentage grade represents the quality of the student's overall achievement of the expectations for the course and reflects the corresponding level of achievement.

Credit is granted and recorded for this course if the student's grade is 50% or higher. The final grade for this course will be determined as follows:

- 80% of the 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.
- 20% of the grade will be based on a final examination administered at the end of the course. This exam will be based on an evaluation of all units of the course.

MR. LAW'S CLASSROOM EXPECTATIONS

1. Swearing and rude comments or gestures are never tolerated.
2. Be in class on time.
3. To leave the room, you must use the hall pass, and only with permission.
4. Do not ask to leave the room within 10 minutes of the beginning or end of class.
5. Books must be kept in your locker, and brought to class.
6. Raise your hand! Do not interrupt your teacher or other students.
7. Assignments must be handed in on the due date.
8. No food.
9. No hats, hoods, or toques in class.
10. No cell phones or electronic devices. You may listen to music while working IF permission has been given by the teacher.