FOREST HILL CI

SVN3M GRADE 11 ENVIRONMENTAL SCIENCE
UNIVERSITY/COLLEGE PREPARATION COURSE OUTLINE
PREREQUISITE: GRADE 10 SCIENCE (SNC2P OR SNC2D)

Tools for Success/Learning Skills

Responsibility	▪ Understand and follow this course outline and the policies outlined in the **Student Agenda**. ▪ Arrive on time ▪ Come prepared to work with all necessary tools
Organization	▪ Keep an organized notebook ▪ Keep an organized calendar of important dates
Independent Work	▪ Stay on task ▪ Avoid disrupting the learning of others. ▪ Do homework regularly and complete all assigned work ▪ Review/study the work often
Collaboration	▪ Be a responsible group member. ▪ Help your peers succeed by sharing ideas, tutoring and studying together ▪ Prepare for labs as a team with a focus on each other's safety
Initiative	▪ Be active participants in the classroom ▪ Ask questions when unsure of the material & seek extra help when needed. ▪ Ensure that you get any missed handouts and catch up on missed work
Self-Regulation	▪ Set goals and make good choices regarding academic success. ▪ Respect yourself, classmates and teachers.

Academic Honesty: Cheating and Plagiarism
Students are expected to submit only their own original work on evaluations done in class or out of class. Plagiarism is the passing off the ideas or writings of another as one's own. Cases of academic dishonesty (cheating and/or plagiarism) will be dealt with on a case-by-case basis, but each case will involve investigation, communication with the student and his/her parent/guardian, and a mark of zero for plagiarized work. Whether the student has an opportunity to demonstrate his/her learning in another assignment will be at the discretion of the teacher and/or Principal.

Assessment and Evaluation

The primary purpose of assessment and evaluation is to improve student learning. Assessment can take on one of three forms (described below). In accordance with *Growing Success,* a student's most recent and consistent work will be taken into account.

Diagnostic	Assessment **FOR** learning determines how learning should proceed at the beginning of a unit.
Formative	Assessment **AS** learning provides feedback for a student to determine where improvement is needed. An example of this is homework.
Summative	Assessment **OF** learning evaluates what a student has learned at the conclusion of a unit/course. Examples include tests, quizzes, assignments and labs.

Evaluation of student achievement will be defined by four broad **Achievement Categories** (described below). The category weighting for semester work is shown.

Semester Work		70%
Knowledge & Understanding	Specific content acquired in the course and the comprehension of its meaning and significance.	25%
Thinking & Investigation	The use of critical and creative thinking skills and inquiry, research, and problem-solving skills.	25%
Communication	The conveying of meaning through various forms.	25%
Application	The use of knowledge and skills to make connections within and between various contexts.	25%
Culminating Activity		30%

Academic Integrity: Missed Classes, Evaluations and Assignments
It is the **responsibility of the student** to notify **all** appropriate parties (teachers, office, coach, etc) **in advance** where appropriate and in compliance with school policies and procedures as per student agenda if the student will be absent. This allows for both the student and teacher to make alternative arrangements regarding missed assignments or evaluations. In the event that advance notice is not possible, students should seek out the teacher in the morning (before school) with the appropriate documentation (e.g. Doctor's note, photocopied note from the office) in order to ensure that they have the opportunity to make-up the missed evaluation/assignment and course work.

Overall Course Expectations

A. SCIENTIFIC INVESTIGATION SKILLS AND CAREER EXPLORATION

Throughout this course, students will:

- demonstrate scientific investigation skills (related to both inquiry and research) in the four areas of skills (initiating and planning, performing and recording, analyzing and interpreting, and communicating);
- identify and describe a variety of careers related to the fields of science under study, and identify scientists, including Canadians, who have made contributions to those fields.

B. Scientific Solutions to Environmental Challenges

- analyse social and economic issues related to an environmental challenge, and how societal needs influence scientific endeavours related to the environment
- investigate a range of perspectives that have contributed to scientific knowledge about the environment, and how scientific knowledge and procedures are applied to address contemporary environmental problems
- demonstrate an understanding of major contemporary environmental challenges and how we acquire knowledge about them

C. Human Health and the Environment

- analyse initiatives, both governmental and non-governmental, that are intended to reduce the impact of environmental factors on human health
- investigate environmental factors that can affect human health, and analyse related data
- demonstrate an understanding of various environmental factors that can affect human health, and explain how the impact of these factors can be reduced

D. Sustainable Agriculture and Forestry

- evaluate the impact of agricultural and forestry practices on human health, the economy, and the environment
- investigate conditions necessary for plant growth, including the soil components most suitable for various species, and various environmentally sustainable methods that can be used to promote growth
- demonstrate an understanding of conditions required for plant growth and of a variety of environmentally sustainable practices that can be used to promote growth

E. Reducing and Managing Waste

- analyse economic, political, and environmental considerations affecting waste management strategies
- investigate the effectiveness of various waste management practices
- demonstrate an understanding of the nature and types of waste and strategies for its management

F. Conservation of Energy

- assess the impact on society and the environment of the use of various renewable and non-renewable energy sources and propose a plan to reduce energy consumption
- investigate various methods of conserving energy and improving energy efficiency
- demonstrate an understanding of energy production, consumption and conservation with respect to a variety of renewable and non-renewable sources