



**Malvern CI Science Course Outline - SNC1W** 2023-2024 S1  
**Teachers:** N. O'Brien, K. Parmar Naples, D. Sasabuchi, M. Steel

**Course Description:** This course enables students to develop their understanding of concepts related to biology, chemistry, physics, and Earth and space science, and to relate science to technology, society, and the environment. Throughout the course, students will develop and refine their STEM skills as they use scientific research, scientific experimentation, and engineering design processes to investigate concepts and apply their knowledge in situations that are relevant to their lives and communities. Students will continue to develop transferable skills as they become scientifically literate global citizens.

**Daily Class Requirements:** Chromebook, three ring binder for Science notes, scientific calculator, ruler, pencil, pen, highlighters or some coloured pencils, textbook: Science Perspectives 9 (to be provided)

### Course Policies

**Plagiarism:** Plagiarized work may result in a mark of zero as well as further disciplinary action.

**Late assignments:** Late assignments without legitimate cause may be subject to mark deductions. Please speak with your teacher if you feel you won't be able to complete your assignment on time.

**Missed tests/assessments:** You are expected to be present for all test and assessment dates. If you are going to be away for a legitimate reason, your parent/guardian should reach out to the teacher.

### Assessment and Evaluation Strategies

**Diagnostic:** Assessment activities used, as required at the beginning of a block of learning (i.e. course, unit), to determine students' strengths and learning needs in order to plan, modify and adjust instruction or to provide alternative learning opportunities. *Diagnostic assessment data is not used in the determination of midterm or finals for inclusion on the report card. (e.g. homework, diagnostic test)*

**Formative:** Ongoing assessment during the learning process. It is used to monitor student performance and provide feedback in an effort to enhance and improve learning and instruction. Recorded formative data can be tracked and monitored to support professional judgment in cases where the body of evidence provided by the student has been affected by such things as illness, missed assignments, etc. (e.g. pop quizzes, rough notes, planning notes, process work, homework, practice tests)

**Summative:** Evaluation that occurs at the conclusion of a block of learning (e.g. activity, unit, course, semester/school year) and focuses on student achievement and program effectiveness. This is used to determine the 70% term mark. (e.g. research paper, quiz, unit test, laboratory activity)

**Learning Skills: evaluated on Report Card as E(excellent); G(good); S(satisfactory); N(needs improvement)**

1) Responsibility 2) Organization 3) Independent Work 4) Collaboration 5) Initiative 6) Self-Regulation

**Term Work (70% of overall mark): evaluated in the following achievement categories**

1) Knowledge and Understanding (25%) 2) Application (25%) 3) Communication (25%) 4) Thinking/ Inquiry (25%)

**Culminating Tasks (30% of overall mark)**

Summative assignment (15%)

Exam (15%)

*\*Note: weightings of term work and culminating tasks, as well as types of culminating tasks, are subject to change based on TDSB direction.*



### **Classroom Routines and Procedures:**

- Regular attendance is essential. If you are going to be away, you are responsible for catching up on missed work.
- All work submitted must be your own. Submitting another person's work is considered plagiarism and may result in a mark of zero.
- Listening is an important part of class. Please listen to instructions. Record important due dates and dates of assessments.
- Review course material regularly.
- No eating during class. Food is not permitted in any science classroom.
- Please refer to the Student Code of Conduct for further information.

Term work will be based on the following overall curriculum expectations.

### **Biology**

- Assess impacts of climate change on ecosystem sustainability and on various communities, and describe ways to mitigate these impacts.
- Demonstrate an understanding of the dynamic and interconnected nature of ecosystems, including how matter cycles and energy flows through ecosystems.

### **Chemistry**

- Assess social, environmental, and economic impacts of the use of elements, compounds, and associated technologies.
- Demonstrate an understanding of the nature of matter, including the structure of the atom, physical and chemical properties of common elements and compounds, and the organization of elements in the periodic table.

### **Physics**

- Assess social, environmental, and economic impacts of electrical energy production and consumption, and describe ways to achieve sustainable practices.
- Demonstrate an understanding of the nature of electric charges, including properties of static and current electricity.

### **Earth and Space Science**

- Evaluate social, environmental, and economic impacts of space exploration and of technological innovations derived from space exploration.
- Demonstrate an understanding of the components, characteristics, and associated phenomena of the solar system and the universe, and the importance of the Sun to processes on Earth.