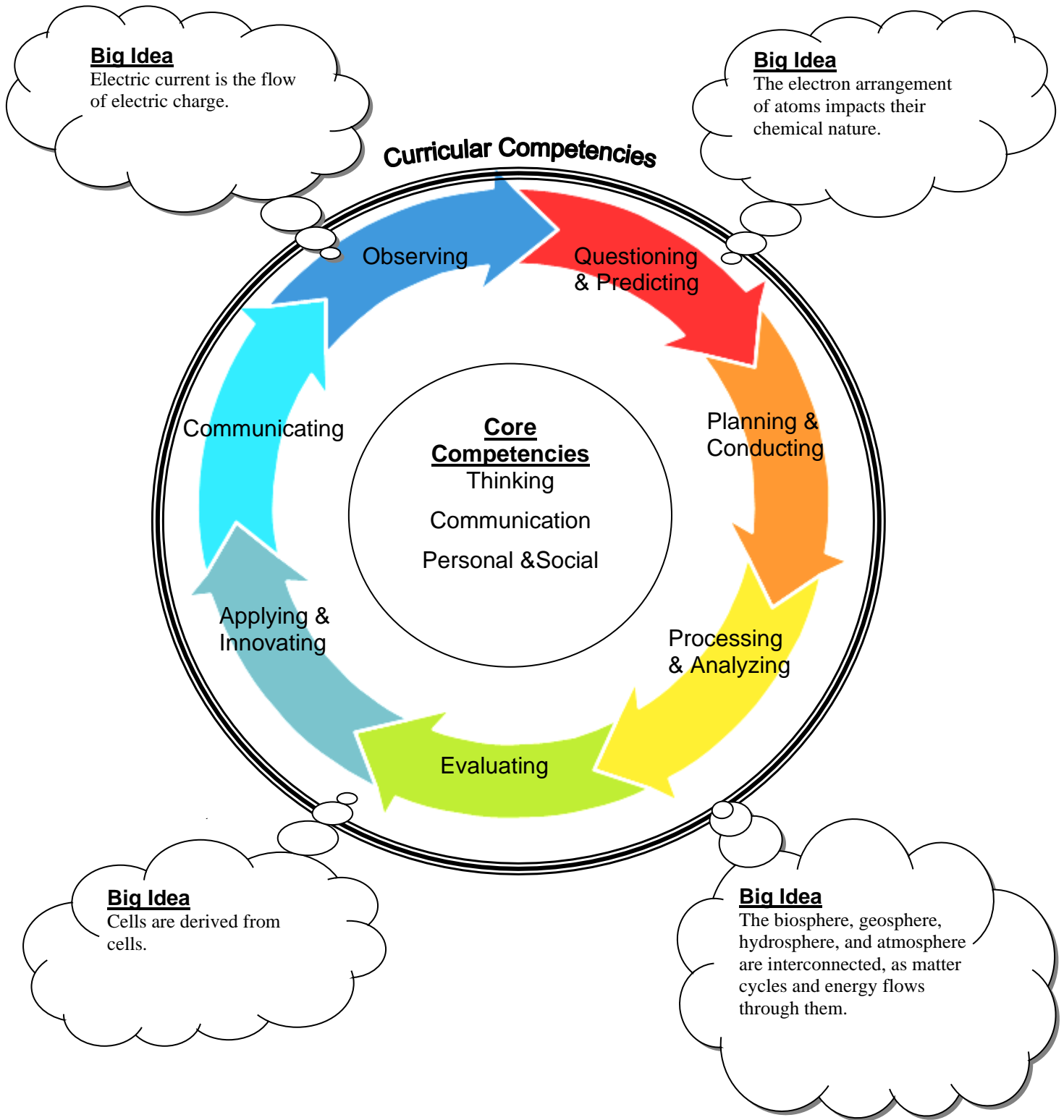




A. Learning Standards for Science 9



In our exploration of the big ideas, students will learn skills and content knowledge that are framed by:

Curricular Competencies are skills, strategies, and processes that students develop over time.

Big Ideas are the key concepts important in an area of learning.

Core Competencies are the intellectual, personal, and social skills that all students need to develop for success in life beyond school

B. ASSESSMENT:

Through exploring 4 big ideas in the course, students are assessed on their ability to meet both curricular competencies and concept & content learning standards.

To help students assess their own learning, they are encouraged to reflect on the following:

- Where am I now with my learning?
- Where do I want to get to with my learning?
- What do I need to do to get better?

C. EVALUATION:

<i>Extending (A)</i>	Work is complete, accurate, and insightful. Often makes connections between curricular competencies and the big ideas. Has shown growth overall.
<i>Proficient (B)</i>	Is showing strength in many concepts, skills and is often able to work independently. Can discuss some concepts in depth and make some connections between curricular competencies and the big ideas. Is able to identify and fix their mistakes with prompting.
<i>Developing (C+/C)</i>	Is continuing to develop understanding of course concepts and skills. Is improving ability to work independently but may need support in order to meet expectations.
<i>Emerging (C/C-)</i>	Demonstrates an initial understanding of the concepts and competencies relevant to the expected learning. Requires consistent support for independent work.
<i>Does not yet meet expectations (I/F)</i>	Is just beginning to explore big ideas and curricular competencies. Not yet able to meet intended requirements of the course without close, on-going support. Still needs more time and practice in order to be successful, and/or other factors may be affecting progress.

D. SUPPLIES:

- **Binder with lined paper**
- **Pencils, pens, erasers, ruler**
- **Calculator**
- **Agenda**

E. SETTING GOALS:

What are my goals for this class or for my future? What am I working towards?

F. WORK HABIT:

What are the three most important work habit skills I need to work on in order to ensure greater success in science?

1) _____

2) _____

3) _____

Science students:

Please sign below indicating that you have read and understand the material in the Science course outline. Your signature also indicates that you agree to the safety requirements in the following safety contract:

Safety Contract:

I agree to:

- Conduct myself in a responsible manner at all times, and carry out safe laboratory practices
- follow all instructions given by the teacher
- Read and follow the safety rules outlined by your teacher.
- Learn the location of the first aid kit, eye wash station, chemical shower, fire blanket, fire extinguisher, fire alarm and emergency exits.
- Protect my eyes, face, hands and body when involved in science experiments
- Make it a point to know where to get help.

Student Name (Please print) _____

Student Signature _____

Student Email _____

Dear Parents / Guardian,

The purpose of the course outline for science is to help assist students in maintaining a successful path by encouraging organization, home study and punctuality. This outline also gives students an understanding of the assessment process. Please review the course outline with your son or daughter

I look forward to meeting and discussing strategies for success for your son or daughter. If you have any questions, please do not hesitate to contact me at any time via email: huang_y@surreyschools.ca.

Sincerely

Mr Huang

Panorama Ridge French Immersion Science Teacher

My son or daughter has reviewed the course outline and safety contract with me.

Signed _____ Date: _____
Parent/Guardian

Parent Email: _____

Phone: _____