

SCIENCE 7 - COURSE OVERVIEW

Oyster Pond Academy

Mr. Ethan Merlin



Welcome to Mr. Merlin's Science 7 class!

Throughout the duration of this semester, we will be diving into an abundance of science lessons aimed at improving our skills, deepening our understanding, and completing required outcomes. I will directly be following the outcomes set forth by the Department of Nova Scotia. It is expected that students respect all and any handouts that they receive along with the textbook as this is teaching material.

Expectations:

Students are expected to:

- Arrive on time with all necessary class materials. (pencil, math journal and calculator)
- Respect their environment, teacher and classmates.
- Be responsible for their learning.
- Follow the rules outlined by the school.
- Only use their technology at appropriate times.
- Catch up on work when time is missed from school.

Students are expected to arrive with a positive attitude each day towards what we are doing in class. It is understood that students may not enjoy all class activities, but they are expected to be open and try their best. Students are **not** permitted to have cell phones out during class. UNLESS told otherwise by the teacher when usage could benefit classwork. Devices are best kept in bags or lockers during class time.

Students are expected to respect themselves, others, and the learning environment while in class. Any incidence of poor attitude towards learning, bullying, racism, sexism, homophobia, etc. will not be tolerated in class. There will be appropriate consequences to follow these actions.

Communication:

Regular and healthy communication is crucial to the success in my classroom. All involved in the educational journey of their student needs to be involved in order for success to take place (students, parents/guardians, teachers, administration, support staff, health care professionals, etc.). It is required that students are enrolled in our Google Classroom and are encouraged to invite their parents/guardians to join as email notifications are sent each time something is posted. Our Google Classroom will be updated regularly with announcements, class notes, lecture slides, answer keys, educational videos, and more. With this, when something of immediate importance and/or an issue arises, I will be sure to send an email or directly call home if needed. Outside of an issue/emergency, direct communication takes place to celebrate your students successes and to keep parents/guardians in the loop or required updates.

Outcomes:

These course outcomes define what a student is expected to know, demonstrate, and understand, as a result of a learning experience.

- Learners will analyse particle theory in relation to substances in environments
- Learners will analyse the interconnectiveness of living things and the environment, in relation to the concept of Netukulimk.
- Learners will investigate factors that affect species adaptation and evolution.
- Learners will implement an environmental stewardship plan.
- Learners will test the strength and efficiency of shapes and materials used in construction.
- Learners will test various forces affecting structures.
- Learners will construct a structure in response to a design challenge.
- Learners will analyse how geographic features are formed and changed.
- Learners will analyse factors that affect coastline change.

Assessment:

The following is a list of assessment strategies that **may** be used to assess a student's progress. A combination of these assessments creates a balanced and fair approach when assessing each student and highlighting strengths.

- **Tests/Quizzes**
- **Assignments**
- **Observations of oral activities/cooperative activities**
- **Checklists**
- **Presentations**
- **Conferences**
- **Debates**
- **Rubrics – specific criteria that are set for an activity against which a student's work will be measured.**
- **Peer/Self Evaluation – students assessing their own, or each other's work using clear guidelines.**
- **Observation/Anecdotal Records/Checklist – Specific checklist or a simple note in a teacher plan book.**
- **Portfolios – a collection of selected work that portrays a student's effort, progress, and achievement over a period of time.**



Evaluation:

Students are evaluated on specific curriculum outcomes using a 1-4 scale:

Achievement Level	Description
4	In - depth knowledge and understanding of content and concepts. Able to extend the application of related skills.
3+	Competent +
3	Competent knowledge and understanding of content and concepts. Appropriate application of the related skills.
2+	Developing +
2	Developing knowledge and understanding of content and concepts. Developing in the application of the related skills.
1+	Limited +
1	Limited knowledge and understanding of content and concepts. Limited application of related skills.

Report Card Language:

There are three terms in junior, students will receive three report cards throughout the year. The report card will show a percentage mark for any units taught during the given term.

The following will be used to summarize performance pertaining to the science outcomes:

90-100% - excellent or outstanding understanding of the concepts.

80-89% - very good understanding of the concepts.

70-79% - good performance understanding of the concepts.

60-69% - satisfactory understanding of the concepts.

50-59% - minimally acceptable understanding of the concepts.

Below 50% - not met minimum requirements to show understanding of the concepts.

Parents/guardians and students are welcome to contact me anytime if you have any questions or concerns.

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