

SCIENCE 14

→ TEACHER

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→ Science 14 Program Goals

The goals of the Science 14 program are:

- encourage students at all grade levels to develop a critical sense of wonder and curiosity about scientific and technological endeavors
- enable students to use science and technology to acquire new knowledge and solve problems, so that they may improve the quality of their own lives and the lives of others
- prepare students to critically address science-related societal, economic, ethical and environmental issues
- provide students with a foundation in science that creates opportunities for them to pursue progressively higher levels of study, prepares them for science-related occupations, and engages them in science-related hobbies appropriate to their interests and abilities
- enable students, of varying aptitudes and interests, to develop a knowledge of the wide spectrum of careers related to science, technology and the environment.

→ Course Set-Up

Science 14 has been set up to be an in-class lab-based course that will be looking at the curriculum outcomes and will require in class participation. Assessment will happen throughout the class periods in both practical labs, assignments, lab reports, reflections and written assessments. Investigations and research are a key component to Science 14 and will be presented by students in different ways and formats based on their learning styles and preferences.

→ Units

Unit A: Chemistry
Unit B: Energy Transfer/Physics
Unit C: Biology
Unit D: Environmental Sciences

→ Course Evaluation

This course consists of 4 units of study: Matter and Chemical Change, Energy Conversions, Biology and Energy in the Biome.

Science 14 will be evaluated on the following basis:

Category	Evaluation
Unit Performance Task	40 %
Outcome Based Assessments	60 %

Grade	Descriptor	% RANGE	High School Description	Number used for Outcome Calculation in Gradebook
MAS	Mastering	90-100	Evidence indicates in-depth understanding, demonstration, or application of the outcome.	100
ADV	Advancing	80-89	Evidence indicates comprehensive understanding, demonstration, or application of the outcome.	85
PRG	Progressing	70-79	Evidence indicates understanding, demonstration, or application of the outcome.	75
EMG	Emerging	60-69	Evidence indicates progression towards understanding, demonstration, or application of the outcome.	65
BEG	Beginning	50-59	Evidence indicates initial understanding, demonstration or application of the outcome.	55
LIM	Limited	40-49	Evidence indicates limited or incomplete level of understanding, demonstration or application of the outcome.	45
NM	Not Meeting Outcome	0-39	Evidence indicates the student has not met the expectations of the learning outcome.	25
IE	Insufficient Evidence	no range/ displays as a zero	Insufficient evidence submitted to accurately assess progress.	IE/O has EXEMPT status. Teachers can manually override an overall course grade to display as IE/O. IE can also be used as an outcome grade, but it has exempt status and will not affect the overall course grade unless manually overridden by teacher.

→ Materials

Text: Science Connect 1., McGraw-Hill Ryerson

It is expected that you bring your textbook and notes along with the following to every class: calculator, 3-ring binder, loose-leaf paper, pen, pencil, eraser.

Classroom materials will not be provided or shared between others.

Goggles will be available at school and sterilized after every use. However, it is strongly recommended that students provide their own set of goggles for use within all science courses. Goggles must be splash resistant. Here are some links to suitable options:

- [Lowe's](#)
- [Amazon](#)
- [Marks](#)

→ Science Department Expectations

Please refer to the student handbook for all school policies. Additionally, these are expectations specific to the science department:

Late Procedure	It is reasonable to expect each student to be punctual for each class period. Repeated lateness is disrespectful and discourteous and, if not corrected tends to become commonplace. Corrective action may include detention time, parent intervention or in chronic situations referral to administration.
Missed Assessments	When a student is absent it is their responsibility to contact the teacher about missed work and to determine a mutually agreeable time for missed assessments to be completed. If no attempt is made to contact the teacher within one day of the student's return, or the work is not completed within agreeable time, a zero will be given.
Calculator Policy	It is the student's responsibility to have an appropriate calculator for tests, quizzes, and assignments. <ul style="list-style-type: none">• Calculators may be used for exams/quizzes, but may not be shared.• Calculators will not be lent out to students by their teacher.• No information, text, or formulas may be stored in electronic form.• Calculators will be cleared before quizzes, exams, and final exams.
Appeals	Students and parents may direct, in writing, any appeal of the final grade to the school Principal (see page 19 of the student handbook).