

Curriculum Overview:

Science 2200 is an activity-based course designed to contribute to the development of basic concepts and skills through the study of Life Science and Earth/Space Science. Throughout this course students are provided opportunity to develop their scientific literacy by engaging in the process of Inquiry, Problem Solving, and Decision Making. Core activities provide opportunity for students to develop practical laboratory skills and to engage in scientific process. STSE (Science, Technology, Society, and Environment) Modules provide students with opportunity to go beyond the facts to examine how science permeates our everyday lives.

Authorized Learning Resource:

Department of Education Curriculum Guide for General Science 2200

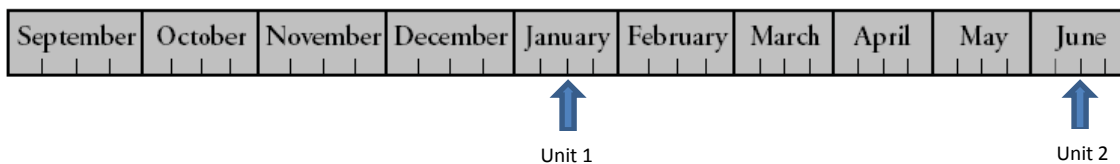
<http://www.ed.gov.nl.ca/edu/k12/curriculum/guides/science/index.html>

Science Resources and Support Documents - Senior High

<http://www.ed.gov.nl.ca/edu/k12/curriculum/documents/science/highschool.html>

Nelson Science 10

Estimated Completion



Course Sequence:

Unit 1: Ecosystems (55h-50%)

CORE STSE 1-1

CORE ACTIVITY 1: *School Yard Ecosystem or A Natural Ecosystem*

CORE STSE 1-2

CORE STSE 1-3

CORE STSE 1-4

CORE STSE 1-5

CORE ACTIVITY 2: *Selecting Soil for a Sports Field*

CORE STSE 1-6

CORE ACTIVITY 3: *The Effects of Acid Precipitation*

Unit 2: Weather Dynamics (55h-50%)

CORE STSE 2-1

CORE ACTIVITY 4: *Build A Weather Station*

CORE STSE 2-2

CORE ACTIVITY 5: *What Affects the Evaporation of Water?*

CORE ACTIVITY 6: *The Earth's Tilt and Seasons*

CORE ACTIVITY 7: *Extreme Weather in the News*

CORE STSE 2-3

CORE ACTIVITY 3: *The Effects of Acid Precipitation*

Assessment and Evaluation: (Eastern Region)

In the Eastern Region Assessment in this course is governed by the *Assessment and Evaluation Policy* of the Newfoundland and Labrador English School District - Eastern Region. This policy and associated regulations are located under "I: Instruction" at <https://www.nlesd.ca/about/easternpolicies.jsp>. This section may change as the new NLESD Assessment and Evaluation policy is updated.

Evaluation is the process of analysing, reflecting upon, and summarizing assessment information, and making judgments or decisions based upon the information gathered.

<i>Tests/Quizzes</i>	40%
<i>Performance Assessment</i>	60%

The evaluation of the course shall reflect the percent unit allocations.

Note: All evidence of learning shall be considered when determining a student's final grade. Averaging shall not be used as a sole indicator of a student's level of attainment of the course outcomes.

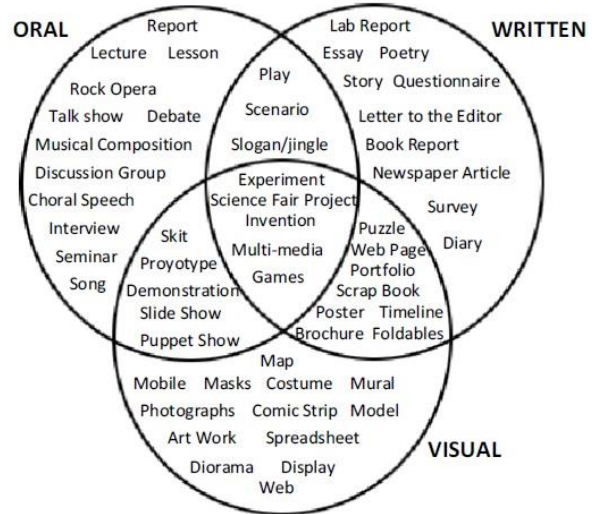
Assessment:

Assessment is intended to inform instruction, provide feedback to students, and meet the needs of diverse learners. It is used for the purposes of grading, certifying, and promoting students. All assessments should be outcome-based and designed to test students' basic knowledge of content, their understanding and ability to apply content, and ability to synthesize and problem solve. Assessments should provide equal opportunity for all students according to their abilities, needs, and interests. As a result, teachers make adaptations to accommodate the diverse range of learners in their classes.

Note: Summative examinations are not included in the evaluation of Science 2200. Students are required to complete a formative assessment during the examination periods in January and June.

Performance Assessment:

Performance assessments should emphasize project-based learning and require students to show what they can do by using a wide variety of activities that permit students to have their learning styles addressed. Performance assessment should also include student self- assessments and rubrics.



Source: K. O'Connor, *The Mindful School: How to Grade for Learning* (Skylight Publications, 1999)