Reynolds Secondary School--**Science 9** - Prescribed Learning Outcomes Report

Student: _____ Teacher: G. Downing

1	2	3– EXPECTED OUTCOME	4
• Work does not yet meet grade-level expectations • New concepts and skills are not yet mastered or sufficiently understood Corresponds to: Incomplete (I)	• Evidence of meeting outcomes is inconsistent • Lack of understanding in applying concept/and or skill often apparent • Further support and practice to ensure success are required Corresponds to: Minimally Acceptable Performance (C-; 50-59%) Satisfactory Performance (C; 60-66%)	• Work meets grade-level expectations • Evidence that relevant learning outcomes have been met • New concepts and skills are understood and applied consistently Corresponds to: Good Performance (C+; 67-72 %) Very Good Performance (B; 73-85%)	• New concepts and skills are mastered, applied and extended Corresponds to: Excellent Performance (A: 86-100%)

Please Note: prescribed learning outcomes not a learning focus for this reporting period will be left bank

Processes of Science				
4	**3**	**2**	**1**	**Prescribed Learning Outcomes**
				demonstrate safe procedures
				perform experiments using the scientific method
				represent and interpret information in graphic form
				demonstrate scientific literacy
				demonstrate ethical, responsible, cooperative behaviour
				describe the relationship between scientific principles and technology
				demonstrate competence in the use of technologies specific to investigative procedures and research

Chemistry				
4	**3**	**2**	**1**	**Prescribed Learning Outcomes**
				use modern atomic theory to describe the structure and components of atoms and molecules
				use the periodic table to compare the characteristics and atomic structure of elements
				write and interpret chemical symbols of elements and formulae of ionic compounds
				describe changes in the properties of matter

Reproduction				
4	**3**	**2**	**1**	**Prescribed Learning Outcomes**
				explain the process of cell division
				relate the processes of cell division and emerging reproductive technologies to embryonic development
				compare sexual and asexual reproduction in terms of advantages and disadvantages

Electricity				
4	**3**	**2**	**1**	**Prescribed Learning Outcomes**
				explain the production, transfer, and interaction of static electrical charges in various materials
				explain how electric current results from separation of charge and the movement of electrons
				compare series and parallel circuits involving varying resistances, voltages, and currents
				relate electrical energy to power consumption

Space Exploration				
4	**3**	**2**	**1**	**Prescribed Learning Outcomes**
				explain how a variety of technologies have advanced understanding of the universe and solar system
				describe the major components and characteristics of the universe and solar system
				describe traditional perspectives of a range of Aboriginal peoples in BC on the relationship between the Earth and celestial bodies
				explain astronomical phenomena with reference to the Earth/moon system
				analyse the implications of space travel

Work Habits Rubric

Needs Improvement (N)	Satisfactory (S)	Good (G)	Excellent (E)
Responsibility: most assignments missing/late, frequently not ready to work and learn. Cooperation: does not work well with other students/teachers. Independence: needs one-on –one attention most of the time.	Responsibility: most assignments turned in on time, usually ready to work and learn. Cooperation: usually works well with other students and teachers. Independence: often requires direction.	Responsibility: all assignments turned in, in a timely fashion, ready to work and learn. Cooperation: works well with other students and teachers, participates in class in a meaningful way. Independence: a self-directed learner, takes appropriate initiative and responsibility for learning.	Responsibility: demonstrates an industrious work ethic, ready to work and learn. Cooperation: a class leader exemplified by a high degree of positive and meaningful participation initiated by the student. Independence: a keen and enthusiastic learner actively seeking out personal growth and learning opportunities.