



Loyola

HIGH SCHOOL

Sec. 1 Science and Technology

Teacher: Mr. Cloutier

cloutiera@loyola.ca

Materials needed for all classes

- iPad with earphones
- Textbook: Eureka A
- Loose leaf in a medium-size binder (1 or 1 ½ inch)
- Pertinent handouts from teacher

Failure to have the materials needed in class will result in a JUG (teacher or procedural). You are given one chance per term.

Evaluations

Students will be evaluated in the following ways:

- Unit tests and written work (60%)
- Lab reports and activities (40%)
- Exam (June, worth 50% of each term's theory mark)

Evaluations will be announced early enough to allow students to prepare.

Absence: let your teacher know at least 48 hours in advance in order to reschedule your test. Otherwise, be ready as soon as you are back, as much as possible.

Competencies

Competency	Wording in report card	Relative value
1- Lab work	Practical	40%
2- Written work	Theory	60%

Terms and report cards

Term	End of term	Relative value
1	November 2 nd	20%
2	February 13 th	20%
3	May 30 th	60%

Course content

Term 1	Term 2	Term 3
<p>Astronomical Phenomena <i>Light</i> <i>Universal Gravitation</i> <i>Solar System</i> <i>Comets</i> <i>Asteroids</i> <i>The Earth's Motion</i> <i>Seasons</i> <i>Moon Phases</i> <i>Eclipses</i> <i>Auroras</i> <i>Asteroid Impacts</i></p> <p>Scientific Method <i>Introduction</i> <i>Writing a Lab Report</i> <i>Lab Safety</i></p> <p>Space Revisited <i>Scale of the Universe</i> <i>Astronomical Unit</i> <i>Light-Year</i> <i>Conditions conducive to the development of life</i></p>	<p>General Characteristics of the Earth <i>Internal Structure of Earth</i> <i>Lithosphere</i> <i>Types of Soil</i> <i>Types of Rock</i> <i>Relief</i> <i>Hydrosphere</i> <i>Atmosphere</i></p> <p>History of the Earth <i>Geological Time Scale</i> <i>Major Stage in History of Life on Earth</i> <i>Mass Extinctions</i> <i>Fossils</i> <i>Stratigraphic Layers</i></p>	<p>Geological and Geophysical Phenomena <i>Tectonic Plates</i> <i>Earthquakes</i> <i>Volcanoes</i> <i>Orogenesis</i> <i>Erosion</i> <i>Energy Sources</i> <i>Wind</i> <i>Water Cycle</i></p> <p>Diversity of Life <i>Taxonomy</i> <i>Habitat</i> <i>Ecological Niche</i> <i>Species</i> <i>Population</i> <i>Physical and Behavioural Adaptations</i> <i>Evolution</i> <i>Genes and Chromosomes</i></p> <p>Life-Sustaining Processes <i>Characteristics of living things</i> <i>Plant and Animal Cells</i> <i>Photosynthesis and Respiration</i> <i>Cellular Components</i> <i>Cellular Inputs and Outputs</i></p>

The curriculum integrates concepts by incorporating the perspectives of biology, chemistry, physics, and earth/space science. The use of technology is emphasized. The course develops the students' ability to seek answers to problems, communicate in the language used in science and technology and apply their knowledge of science and technology.

Rules and expectations: How to be successful in High School!

We are in a learning environment and try to do our best to maximize the learning taking place.

Respect

- - for your fellow students
- - for your teacher, and other adults
- - for the classroom material
- - for yourself

Have your materials in class. Be ready when the bell rings. 60-minute effort.

iPad : wonderful tool with outstanding resources.

In your bag unless specifically instructed to have it on your desk and work with it. Only allowed for work purposes.

NEVER to be used for communication or games during class.

Check your Loyola email twice a day (at least!) – before your first class and at the beginning of lunch. Not knowing is not a valid excuse.

Complete all your work (and submit it when required) on time! It is essential for your progress in the class.

EXTRA HELP

EVERY TUESDAY, at 7:45am, in room 226

Furthermore, it will be offered on days leading up to evaluations, probably at lunch.

For some of you, it will be a great idea to attend it regularly, or at least before evaluations.