



## Dartmouth High School

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### Contact

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✓ **Course:** Oceans 11

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✓ Parents and students please to refer to the HRSB Assessment, Evaluation, and Communication of Student Learning Policy accessible at <http://www.hrsb.ns.ca/>

**Term Mark:** 80%

**Exams:** 20% (midterm 10% and year end 10%)

### Course Introduction

The purpose of the Oceans 11 program is to explore the unity and diversity of living things as well as the overarching concept of homeostasis. The underlying concepts provide connections between units of study, fostering an awareness of the tremendous impact of biology and technology upon society.

### Evaluation

*When determining a student's final grade:*

- ✓ *No single assessment tool (i.e. presentations, labs, demonstrations, portfolios, debates, written tests/quizzes) will account for more than half of the value of each Gradebook category*
- ✓ *Learning trends over time will be considered, more recent student work and the teacher's professional judgment*
- ✓ *Students will participate in a final cumulative assessment opportunity that allows them to demonstrate an appropriate range of the learning outcomes and process skills involved in the course. This final assessment, whether a written examination or alternative assessment opportunity, will be worth no more than 20%.*

**Students in Oceans 11 will explore the following units and topics:**

#### **Unit 1: Structure and Motion (20%)**

- Identify oceans and related water areas in the world and describe related science- and technology based career
- Analyze the basic structure of Earth's waters using evidence and information to support your findings
- Identify, collect data, and describe the unique properties of water
- Identify, explain, and show how ocean currents' Coriolis effect, and thermohaline currents are related
- Identify and describe wave motion found in the marine environment and in everyday situations
- Identify and describe tide theory and types of tides

#### **Unit 2: Marine Biome (20%)**

- Explain the marine biome and describe the biodiversity of ocean life and determine interconnections that exist within the marine biome
- Compare representative marine organisms and communities
- Compare characteristics of the open ocean and coastal zones referencing terms and impact on local ecosystems
- Develop and report appropriate sampling procedures to obtain quantitative data on the abundance of marine organisms at a local coastal area and describe and apply classification systems and nomenclatures to organisms found in the marine biome
- Explain how a particular organism functions in its habitat

#### **Mid term Exam (10%)**

#### **Unit 3: Coastal Zone (20%)**

- Discuss the concept of coastal zones and how these vary around the world
- Describe and explain the causes and characteristics of major types of coastal zones
- Identify and explain sustainability and human use of an environment, including

- populations and resources, locally and globally
- List and discuss human interactions with the processes involved in the coastal zone environment, and describe competing views
- Discuss the purpose and process of integrated coastal zone management and analyze a coastal zone management structure and the interrelationships found in a local area

**Unit 4: Aquaculture (20%)**

- Identify, and compare aquaculture—locations and species—grown in Nova Scotia, in the rest of Canada, and globally
- Describe and identify groups of organisms raised through aquaculture and their geographic locations, referring to anatomy and physiology of a major species and ecology of cultured species
- Describe, measure, and analyze conditions for aquaculture operations
- Analyze site planning from various perspectives and report on both the risks and benefits to society and the environment
- Identify, analyze, and evaluate various aquaculture business opportunities
- Explain aquaculture-related issues

**Final Exam (10%)**

**Assessment Practice**

*Students will be provided with multiple opportunities to demonstrate their progress toward achievement of outcomes.*

- ✓ Assessment **for** Learning/Formative Assessment is the ongoing process of gathering and interpreting evidence about student learning for the purpose of determining where students are in their learning, where they need to go, and how best to get there; instructional strategy that takes place while the student is still learning and served to promote learning
- ✓ Assessment **of** Learning/Summative Assessment is the process of analyzing, reflecting upon, and summarizing assessment information and making a judgment and/or decision based upon the information gathered.
- ✓ Assessment will take many forms, and will include observations, conversations, and products.
- ✓ Assessment Tools include, but are not limited to homework probes, quizzes, in-class assignments, group work, in class discussions, tests, projects, and the final exam.

**Creating Opportunities for Success (reference school code of conduct)**

- ✓ Students are expected to attend class regularly, be punctual, be prepared with appropriate materials, and homework complete.
- ✓ Students are expected to take an active part in their own learning, and follow the DHS school code of conduct (as outlined in the student handbook).
- ✓ Students are expected to demonstrate responsible use of technology.
- ✓ Students are expected to make positive contributions to the learning environment.

**Procedural Expectations**

*Students are responsible for:*

- ✓ *Seeking assistance with assignments when required;*
- ✓ *Requesting an extension for assignments in a timely manner when required;*
- ✓ *Completing assignments by specified due dates so that teachers can provide timely feedback;*
- ✓ *Responding to feedback provided during the learning process.*
- ✓ *In the event that a due date for an assignment is missed, it will be at the discretion of the teacher and principal to extend the deadline.*

✓ *Students who do not adhere to the extended deadline will have missed that opportunity to demonstrate achievement towards the outcomes addressed in that assignment.*

- ✓ When an assessment is missed due to an absence, students/ parents are asked to communicate with the teacher to arrange for the assessment to be completed before the assessment occurs if at all possible.
- ✓ Students are **able** to exempt the final exam providing that they have met the requirements for Dartmouth High's exam exemption policy.

### **Communication Tools**

*Dartmouth High School will use a variety of methods to communicate student achievement throughout the school year.*

- ✓ Parents and students are encouraged to monitor progress (as well as lates and absences) using the PowerSchool portal.
- ✓ Assessments may be coded as collected, late, missing, or not included in final grade. There may also be comments listed, such as areas of improvement or dates for negotiated extensions.
- ✓ When assessments start to be categorized in a new strand, these assessments are initially weighed heavily and may cause significant change in a student's overall grade. This weighting will become more balanced as assessments continue to be included in the new strand.
- ✓ While DHS has a number of scheduled opportunities for communication between home and school (Curriculum Night, Parent-Teacher Interviews, Mid Term Reports, Final Report Cards), parents and students are encouraged to contact the teacher any time during the semester to discuss progress.

### **Accessing Help**

- ✓ Students are expected to access feedback and extra help during class time. If needed they can arrange a time to meet the teacher.

### **Equipment Needs**

- ✓ Students will need a binder with loose-leaf to use when taking class notes, and completing practice problems.
- ✓ Students will require their own lab duo-tang
- ✓ Other materials for the course include a scientific calculator, pencil, eraser, pen, highlighter, ruler, and graph paper.

### **Acknowledgement of Receipt of Course Outline from Parent and Student**

I have read the communication plan:

Signature of Student: \_\_\_\_\_ Date: \_\_\_\_\_

Signature of Parent/ Guardian: \_\_\_\_\_ Date: \_\_\_\_\_

If you have any questions about the communication plan, please contact me at the contact information listed above.