Physics 11 - Course Outline

David Connor: dconnor@sd73.bc.ca
math1337.weebly.com
Sept, 2022

In Physics 11 we will explore a variety of topics to help students practice and demonstrate their ability to reason, analyze, understand and solve problems. In accordance with First People's Principles of Learning we will respect a student's requirement for patience and time to learn in a safe place. Students will show this through various forms of communication, connections and reflections throughout the course.

Course Expectations

Cougars have GRIT. And the expectation in this course is that you work on developing your GRIT.

Growth: In order to demonstrate a commitment to growth, a student should be aware of their strengths and abilities. They should reflect, set goals and take action. A student with GRIT will focus on learning and improvement and seek out feedback to do so. A student with GRIT pushes themself to be better than they were yesterday.

Resilience: In order to demonstrate resilience, a student should use strategies to regulate emotions and behaviour. A student with GRIT knows that mistakes and errors are opportunities to learn. They persist, even through hard things and have an "I can" attitude.

Integrity: In order to demonstrate integrity, a student should embrace a culture of high expectations. This means that they do their very best and help others to do so as well. A student with GRIT demonstrates kindness and respect for themself, others, and the environment. They do what is right.

Time Management: In order to demonstrate time management a student should organize themselves so that they are prepared for learning. A student with GRIT is not only in class all the time on time; they are also productive and effective with their time.

Supports

Part of showing your GRIT is advocating for your learning. There are a number of supports available for students at BSS including tutorial times, online supports, library, and learning assistance resources. Bottom line: if you need help, ask for it.

Assessment

We are focused on learning the following curricular competencies:

- Reasoning and Analyzing (Using reasoning and logic to explore, analyze and apply mathematical ideas).
- Understanding and Solving (Apply multiple strategies to solve problems in both abstract and contextualized situations).

Learning will be assessed each and every day through activities done in class and with the assignments that you work on individually and collaboratively.

Formative assessments (these are the things we do for practice) give me valuable information about where you are at today, and how to help you grow tomorrow. These activities are the foundation and building blocks for our summative assessments.

Summative assessments are the measures of success that end up forming your report card mark and comment. Because these are so closely linked to the formative assessments, it's really impossible to do one without the other.

It's all learning and it all counts!

Proficiency Scale (This is what we will use to measure success)				
Not Yet	**Getting There**	**Developing Independence**	**Got it!**	**Wow!!**
Even with help, the student does not grasp the concept.	With help, the student can demonstrate understanding.	Demonstrates understanding with limited support.	Demonstrates understanding independently.	Demonstrates sophisticated understanding. Able to move beyond the concepts covered in class (transfers understanding)

Core Competencies

These are the skills in communication, thinking, and personal and social abilities that students work on in every class they take. They make up an important component of the learning we do each day.