

**PHYSICS 40S
COURSE OUTLINE
(2018-2019)**

Welcome to Physics 40S! Please read this outline carefully, sign it and hand it back to the teacher.

Course Description: In general, physics is, in part, a way of thinking that has rules for judging the validity of answers applicable to everyday life. It can be portrayed as intense human activity, full of trial and error, that is influenced by cultural priorities and humanistic perspectives. Students are encouraged to make distinctions between what is observable and testable, as well as the abstract deductions, models, and themes that derive from evolving scientific research and thinking. It seeks to foster a sense of wonder, enthusiasm, and interest in science so that young people feel confident and competent to engage with everyday scientific and technological applications and solutions. As students study a range of topics through various subdisciplines of physics, they will acquire a broad, general understanding of the important ideas and explanatory frameworks of the field as a whole, including the procedures of scientific inquiry that have had a major impact on our material environment and on our culture.

Goals for Students:

- encourage students at all levels to develop a rational sense of wonder and curiosity about scientific and technological endeavours;
- enable students to use science and technology to acquire new knowledge and solve problems, so they may improve the quality of their own lives and the lives of others;
- prepare students to critically address science-related societal, economic, ethical, and environmental issues;
- provide students with a proficiency in science that creates opportunities for them to pursue progressively higher levels of advanced study, preparing them for science-related occupations, and engaging them in science-related activities appropriate to their interests and abilities; and
- develop in students of varying aptitudes and interests a knowledge of the wide variety of careers related to science, technology, and support for the natural and human environments.

To help you obtain the skills and accomplish these goals mentioned, this course has been broken down into the following four units (proposed timeline included):

• Unit 1: Mechanics (Feb. - Mar.)	• Unit 3: Electricity (May)
• Unit 2: Fields (Mar. - Apr.)	• Unit 4: Medical Physics (June)

Students may be asked to bring materials from home for projects and activities.

Mark Breakdown:

Course Work	70%
Final Assessment	30%

Class Attendance

It is important for students to attend this class on a regular basis as class discussions may appear on assignment pieces. Should a student have to miss class, he/she has the responsibility to find out from a classmate what was discussed in class and get himself/herself caught up with notes/questions/tests or quizzes.

Students who skip 10 classes will not be eligible for a credit. Refer to student handbook.

Redo/Challenging Assignments or Tests

Students who do poorly on an assignment or test may come at lunch time (12:05 – 1:00) to redo/challenge an assignment in order to improve their mark. Redoing/challenging assignments must be done within the unit they are currently studying. Students who missed a test or would like to complete a re-test will have one week to do so following the original unit test date. All assignments must be done under the supervision of the classroom teacher. **It is the student's responsibility to make the arrangements with the teacher as to which assessment they wish to redo/challenge.**

Lunch Hour (12:05-1:00)

Students may also come at lunch time (12:05-1:00), eat lunch, and get extra help on assignments or get caught up on work they have missed.

Students who wish to redo/challenge an assignment or test in order to improve their mark may also do so at this time.

Students and Parents/Guardians:

Please sign below to indicate that you have read and understand the course outline. If you have any questions or comments, please include them on the space below. If, at any time during the school year, you have questions or concerns, please call the school and leave a message. I will get back to you as soon as possible.

Sincerely,

Mr. Reimer

Student signature: _____

Parent/Guardian Signature: _____

Question or Comments