

Kathleen Furlong
Science 701 & 702
kfurlong@hrce.ca

Science 7

Course Outcomes:

- Learners will analyze particle theory in relation to substances in environments.
- Learners will analyze the interconnectedness of living things and the environment, in relation to the concept of Netukulimk.
- Learners will investigate factors that affect species adaptations and evolution.
- Learners will implement an environmental stewardship plan.
- Learners will construct a structure in response to a design challenge.
- Learners will test various forces affecting structures.
- Learners will test the strength and efficiency of shapes and materials used in construction.
- Learners will analyze how geographic features are formed and changed.
- Learners will analyze factors that affect coastline change.

How will we achieve this?

Students will be assessed using a variety of methods including but not limited to:

- Observations/conversations
- Assignments
- Projects
- Self-assessments
- Games
- Quizzes/tests

Expectations and Support

Each student is expected to arrive on time to class each day with all materials necessary for learning (usually just a pencil and their Chromebook). To help with organization, each student has a duotang in my classroom where all of their notes, worksheets, and other paper activities will stay. Students will be encouraged to bring work home when necessary (unfinished assignments, or studying for assessments).

Students are always encouraged to try their best in all that we do. Whenever possible, student interest will be pursued to promote scientific literacy.

Please email me at any time if you have any questions, comments, or concerns.

Evaluation:

Students will be assessed using the Department of Education and Early Childhood Development's 1 to 4 scoring system for assessing outcomes:

4	In-depth knowledge and understanding of content and concepts. Able to extend the application of related skills.
3+	Competent +
3	Competent knowledge and understanding of content and concepts. Appropriate application of the related skills.
2+	Developing +
2	Developing knowledge and understanding of content and concepts. Developing in the application of related skills.
1+	Limited +
1	Limited knowledge and understanding of content and concepts. Limited application of related skills.

* A grade of 3 demonstrates that students are currently meeting outcomes at grade level.

Kathleen Furlong
Core French 804
kfurlong@hrce.ca

Core French 8

Course Outcomes:

- Learners will communicate orally in French in a variety of authentic situations.
- Learners will determine the meaning of a range of French texts representing a variety of cultures and diverse abilities, in authentic situations.
- Learners will create texts in French (including in electronic format) in a variety of authentic situations.

How will we achieve this?

To achieve the above outcomes, we will focus on different themes throughout the year. The themes are chosen based on student interest. Some example themes are: Je me présente (all about me, food, and movies). Students will be assessed using a variety of methods including but not limited to:

- Observations/conversations
- Assignments
- Projects
- Self-assessments
- Games
- Quizzes/tests

Expectations and Support

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Students are always encouraged to try their best in all that we do. I communicate openly about how, when learning a new language, everyone will be at a different level which is okay and to be expected.

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Evaluation:

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Kathleen Furlong

Core French 901, 902, 903 & 904

kfurlong@hrce.ca

Core French 9**Course Outcomes:**

- Learners will communicate orally in French in a variety of authentic situations.
- Learners will be able to discuss elements of Acadian and other francophone cultures.
- Learners will participate in a variety of interactive activities using the present, near future and past tenses, connector words, the interrogative and negation
- Learners will describe and compare, using the present, past, and near future verb tenses, adjectives, adverbs, comparative and superlative, and connector words

How will we achieve this?

To achieve the above outcomes, we will focus on different themes throughout the year. The themes are chosen based on student interest. Some example themes are: Me voici (all about me, directions, The Acadians, and francophones around the world). Students will be assessed using a variety of methods including but not limited to:

- Observations/conversations
- Assignments
- Projects
- Self-assessments
- Games
- Quizzes/tests

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Kathleen Furlong
Healthy Living 904
kfurlong@hrce.ca

Healthy Living 9

Course Outcomes:

Healthy Self

- analyze their health needs in times of change and apply strategies that enhance their capacity to manage change in their lives
- recognize the warning signs of depressive disorders and the importance of seeking help for these disorders
- recognize the impact that substance use and gambling can have on mental health issues, including depression and anxiety
- assess level of physical activity to determine whether they are active enough to achieve health benefits and identify time in the day to increase physical activity in 5- to 10-minute periods
- create a plan that enhances their healthy eating practices, and reflect on supportive environments and challenges to achieve these healthy eating practices
- identify ways of maintaining sexual health
- synthesize the fundamentals of drug education related to use of alcohol, tobacco, caffeine, cannabis, including the short- and long-term risks and signs of concern along the continuum of use

Healthy Relationships

- apply communication and interpersonal skills to discuss reproductive and sexual health issues
- examine the cause and effect of unhealthy relationships and practice communication and assertiveness skills to confront unhealthy relationships
- identify and practice negotiation, assertiveness, and refusal skills, related to sexual activity, alcohol, tobacco, cannabis, other drug use, and gambling
- analyze the role of alcohol in the decision-making process related to increased risk of unintended pregnancies, STIs, impaired driving, and injury
- practice speaking about concerns regarding substance use and gambling in self or others
- examine the negative impact of stereotyping and stigma upon help-seeking behaviour

Healthy Community

- examine issues around hypersexualization of children and youth and how these phenomena can contribute to violence, affect body image and self-esteem, and impact relationships

- recognize and respond to physical health dangers and emergency situations related to alcohol and other substance use among their peers
- identify school and community-based resources and health services available to assist themselves or a friend if help or information in the area of sexual health, mental health, alcohol, and other substance use or gambling is needed, and practice how to make initial contact with such a service/resource
- demonstrate understanding of how easy it is to lose control of information online

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