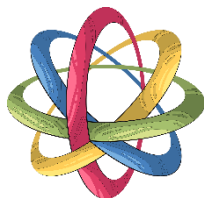


Science 8 Course Outline



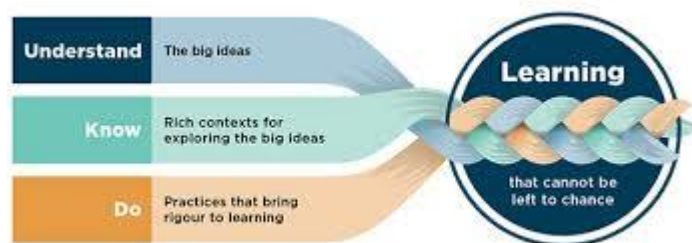
sandhar_k@surreyschools.ca

Science 8 will offer opportunities to develop the following competencies while studying the “Big Ideas” as indicated in the table below:

“Big Ideas”	Core Competencies		
<i>“Scientific Process”</i> Safety Rules Science Skills Scientific Method Data and Graph Interpretation	C O M M U	T H I N K	P E R S O
<i>“Life processes are preformed at the cellular level”</i> Cell Theory Relationship of micro-organisms with living and non-living things	N I C A	I N G	N A L
<i>“The behaviour of matter can be explained by the kinetic molecular theory and atomic theory”</i> KMT Atomic Theory Models	T I O N	S K I L	& S O
<i>“Energy can be transferred as both a particle and a wave”</i> Types of electromagnetic radiation and its effects light	S S	L S	C I A
<i>“The theory of plate tectonics is the unifying theory that explains Earth’s geological processes”</i> Layers of the Earth Plate Tectonic movements Major geological events and First Peoples Knowledge of local events	K I L L S		L S K I L S

Curricular Competencies: Skills that will be developed throughout the course:

- Question and Predict
- Plan and Conduct Experiments
- Process and Analyze Data and Information
- Evaluate: self and others, data, experiments
- Apply and Innovate
- Communicate



Course Evaluation:

Formative Assessment: refers to a wide variety of methods that teachers and students use to conduct in-process evaluations of student comprehension, learning needs, and academic progress during a lesson, unit, or course. **Ensures the student is aware of where they are in their learning, how to progress in their learning, so that students are responsible for their learning.**

Examples:

-Self assessment / Rubrics

-Analyzing mistakes on assessments

-interactive notebook

-feedback on assessments

-oral or written feedback

-labs / activities

Summative Assessment: used to evaluate student learning, skill acquisition, and academic achievement at the conclusion of a defined instructional period. Typically at the end of a project, unit, course, semester, program or school year.

Examples:

-Tests / Quizzes

-Labs (or lab tests)

-Student presentations

-Assignments

-Projects

-Final Exams

'G', 'S', or 'N' work habits:

Work habits will be assessed based on: preparation, attendance, assignment completion, participation in class, tardiness, and conduct in class. "Good", "Satisfactory" or "Needs Improvement" comments will be used.

Absences:

If your child is AWAY, please send me an email ASAP.

****All lesson materials and important dates will be posted on TEAMS.** Please check this daily. If students are absent, it is their responsibility to check TEAMS and catch up on missed work before returning to class. I expect to see students have attempted the missed lesson upon their return.



Test Writing and Handing in Assignments:

It is my belief that the students are not only expected to learn the course content but practice and continue to develop social responsibility as well.

Meeting personal commitments like assignment and test due dates and completing homework are a few examples of such responsibility. Students need to understand that we are to maintain a productive, supportive and respectful learning environment for all of us.

TEST POLICY: All students are expected to write tests on the scheduled date and time. In the event of an unanticipated absence, DIRECT communication with the teacher PRIOR to the test is expected via email. Any scheduled test that causes conflict with other appointments should be rescheduled with the teacher PRIOR to the test date.

Missed tests and quizzes are to be written on the day the student returns to class UNLESS a makeup date had been decided BEFORE the absence.

Overall Course Evaluation:

The Provincial Proficiency Scale	Emerging	Developing	Proficient	Extending
	The student demonstrates an initial understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a partial understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a complete understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a sophisticated understanding of the concepts and competencies relevant to the expected learning.