



# Science 8 Course Outline

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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		
<p><i>“Scientific Process”</i></p> <ul style="list-style-type: none"> <li>Safety Rules</li> <li>Science Skills</li> <li>Scientific Method</li> <li>Data and Graph Interpretation</li> </ul>	Communication skills	Thinking skills	Personal & Social skills
<p><i>“The behaviour of matter can be explained by the kinetic molecular theory and atomic theory.”</i></p> <ul style="list-style-type: none"> <li>KMT</li> <li>Atomic Theory &amp; Models</li> </ul>			
<p><i>“Life process are performed at the cellular level.”</i></p> <ul style="list-style-type: none"> <li>Cell theory</li> <li>Relationship of micro-organisms with living and non-living things</li> </ul>			
<p><i>“Energy can be transferred as both a particle and a wave.”</i></p> <ul style="list-style-type: none"> <li>Types of electromagnetic radiation and it’s effects</li> <li>Light</li> </ul>			
<p><i>“The Theory of plate tectonics is the unifying theory that explains Earth’s geological processes.”</i></p> <ul style="list-style-type: none"> <li>Layers of the Earth</li> <li>Plate tectonic movements</li> <li>Major geological events and First Peoples Knowledge of local events</li> </ul>			

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

- Question & Predict
- Plan & Conduct Experiments
- Process & Analyze Data and Information
- Evaluate: self, others, data, experiments
- Apply & 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-assessments/ Rubrics
- Feedback on assignments, quizzes, or tests
- Analyzing mistakes on assignments, quizzes, tests
- Oral or written feedback
- Interactive Notebooks on what is being learned
- 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

**Students will be assessed using the Proficiency Scale below:**

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.

**'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.



If your child is **AWAY**...please send me an **EMAIL** ASAP!  
**(Students are also required to email me asap to avoid falling behind)**

*Thank you!*

\*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 any 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. Consequently, students need to understand that if we are to maintain a productive, supportive and respectful learning environment for all students, this environment must be supported by students, teachers and parents alike.

**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 ([dhak\\_r@surreyschools.ca](mailto:dhak_r@surreyschools.ca)).

Any scheduled tests that cause a conflict with other appointments, should be rescheduled with the teacher PRIOR TO THE TEST date.

Students will have many opportunities to get feed-back and check understanding prior to writing any test. Verbal questions during the lessons, vocabulary review, homework and quizzes are different ways that students will have an opportunity to check their understanding of the concepts taught in each unit. Furthermore, the Final Assessment at the end of the course will give one final chance for students to show how much they have learned in the course. Test and assignment dates will always be announced on **TEAMS** so that students will have time to adequately prepare.

**Missed tests and quizzes:** Unless a date to write missed tests and quizzes has been agreed upon by myself and the student, students who miss a test will be expected to make it up the day they return. The same applies for quizzes. If the absences are **not excused**, students will write the tests/quizzes at the end of the semester during review days.

### Overall Course Evaluation:

#### A) General Breakdown of Class Mark (80%)

Tests	30%
Assignment, Labs and Projects	45%
Quizzes	20%
Binder organization	5%

\*\*\*\* Marks in this course are  
CUMULATIVE



#### B) Final Assessment (20%)

### BINDER ORGANIZATION:

Please set up the following 7 dividers in your binder:

1. Course Information
2. Scientific Process & Safety
3. Chemistry
4. Biology
5. Physics
6. Earth Science
7. Final exam Review

#### Supplies needed for SCIENCE 8

- \_\_\_\_\_ Binder
- \_\_\_\_\_ 7 Dividers
- \_\_\_\_\_ **Calculator (scientific)**
- \_\_\_\_\_ BLUE Pens
- \_\_\_\_\_ RED Pens
- \_\_\_\_\_ Ruler
- \_\_\_\_\_ 2 Pencils



- \_\_\_\_\_ 1 eraser
- \_\_\_\_\_ 2 Highlighters (different colours)

NOTE: Students are expected to keep their binders neat and **organized as this will make their learning process easier**. This will be checked/graded periodically.

\*\* As per COVID Guidelines, students should always carry a mask on them for when in class, moving between classes and in the hallways. Students should also be washing their hands and using hand sanitizer often, especially before and after touching shared equipment and materials. These guidelines and protocols are in place to keep students and staff as safe as possible.

*Parents:*

I just wanted to take this opportunity to introduce myself, let you know of the online tools available to the class, and to find out a little more about each student to provide them with the best possible learning experience.

Please do not hesitate to reach me via email if you have any questions/concerns/comments. ***You can find my contact information at the bottom of this page; please detach and keep for your reference.***

Also, I ask that you please fill in a current email address in which I could reach you as this is the fastest way to be in contact with you.

### **Microsoft Teams**

This website allows students to sign in to our private, online classroom community. Once logged in, students can answer posted questions to complete their homework assignments, download documents from class, see due dates, and receive reminders and alerts of upcoming events. This is a private TEAM and students from this class will only be added and have access to the site.

This online component helps to educate students in the safe and responsible use of technology and online environments, and I'm excited to have the chance to integrate it into the course work!

If you would like to see what we are doing in our class community and know of upcoming dates for tests and assignment deadlines – ask your student for their log-in if you need it.

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I HAVE READ THE COURSE OUTLINE AND DISCUSSED IT WITH THE STUDENT.

THE STUDENT HAS MY PERMISSION TO PARTICIPATE IN MICROSOFT TEAMS.

Student's Name: \_\_\_\_\_

Student's Signature: \_\_\_\_\_

Parent's Name: \_\_\_\_\_

PARENT / GUARDIAN SIGNATURE: \_\_\_\_\_

Parent/Guardian email (optional): \_\_\_\_\_

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*Please detach and keep for your reference:*

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SCIENCE 8

Teacher: Ms. Dhak

Email: dhak\_r@surreyschools.ca

Extra Help from Ms. Dhak:

In person:

During class time or by appointment only