EARTH SCIENCE 11

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ARGYLE SCIENCE DEPARTMENT

Objective

To develop the attitudes, skills, and knowledge necessary for scientific literacy by working and communicating scientifically, practicing scientific inquiry, thinking critically and creatively, and acting with personal and social responsibly.

Course Description

For a detailed breakdown of B.C.'s new curriculum "Building Student Success" please refer to the Ministry website @ curriculum.gov.bc.ca.

Curricular Competencies

- Questioning and Predicting
- Planning and Conducting
- Processing and Analyzing data and information
- Communicating
- Applying and Innovating
- Evaluating

Big Ideas

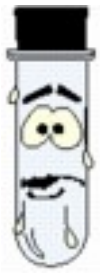
- Earth materials are changed as they cycle through the geosphere and are used as resources, with economic and environmental implications.
- Plate tectonic theory explains the consequences of tectonic plate interactions
- The transfer of energy through the atmosphere creates weather and is affected by climate change
- The distribution of water has a major influence on weather and climate
- Astronomy seeks to explain the origin and interactions of Earth and its solar system.

Explorations may include:

Earth Materials
Mineral/Rock properties and Identification, Rock Cycle, BC Resources
Plate Tectonic Theory
Plate Tectonics, Continental Drift, Mantle Convection, BC Plate Boundaries, First Peoples Knowledge
Atmospheric Science and Climate
Water Cycle, Layers of the Atmosphere, Weather, Climate Change
Oceanography and the Hydrosphere
Water Cycle, Ocean Floor, Ocean Currents
Earth within the Solar System
Nebular Hypothesis, Planets, Classification of Stars, the Moon, Space Technologies

Classroom Responsibilities

Successful students…



- ☑ *Attend class and be on Teams for online days.*
- ☑ *Arrive on time and are prepared to participate bringing the required materials.*
- ☑ *Actively participate in lessons and use class time constructively.*
- ☑ *Complete all assignments, to the best of their ability, and submit them on time.*
- ☑ *Respect a safe working and learning environment for both staff and students.*
- ☑ *Practice safe lab procedures to maintain personal and peer safety.*
- ☑ ***Use personal electronic devices responsibly and respectfully.***

Resource Materials

Three Ring Binder, Lined Paper, Pencils, Eraser, Pens, Felts, Pencil Crayons and **access to a device to utilize Microsoft Teams!**

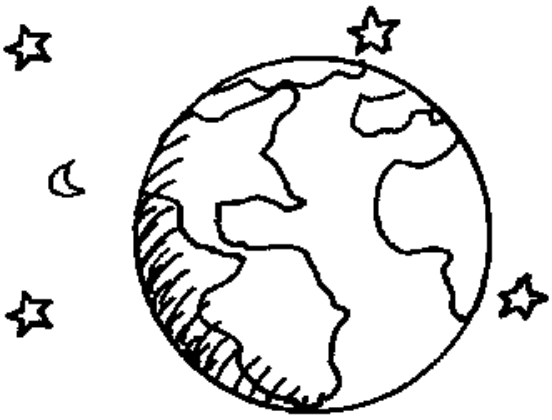
Attendance

If you are absent, it is your responsibility to make up missed work. Should you be absent on the day of an assessment or evaluation, please have your parents/guardians notify the school of your absence and your reason (via a telephone message 604-903-3314) or email argyle@sd44.ca as soon as possible. Arrangements may then be made with me to write the test or submit the project, in class, upon the day of your return.

Assessment and Evaluation

The work of students will be evaluated in a variety of ways:

- *Formative assessment* will be used to monitor student learning in order to modify teaching and learning strategies with the goal of improving student mastery.
- *Summative assessment* will be used to evaluate skill acquisition, student learning and mastery of specific content areas in order to summarize student development at a particular time.
- *Performance based assessment* uses a set of criteria that require students to demonstrate their knowledge and skills, including the manner in which they solve problems. Performance based assessment will be used to measure how well students can apply what they know, often to real-world situations.



Students may be given the opportunity to redo and resubmit assignments that do not meet the required criteria.

Marks will be cumulative for the entire quarter and may include an in-class midterm in addition to the final.

Assignment completion, ongoing study and review, and an organized notebook are keys to success in Earth Science 11.