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 responsibility.

Course Description
Learning opportunities will explore the following Big Ideas, Curricular Competencies and Content Areas. For a detailed breakdown of B.C.’s new curriculum “Building Student Success” please refer to the Ministry website @ curriculum.gov.bc.ca.
**Classroom Responsibilities**

*Successful students...*

- Attend class daily.
- 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, Graph Paper, Dividers, Pencil Case, Scientific Calculator, Pencils, Eraser, Pens, Ruler (15 cm), Scissors, Felts, Pencil Crayons, Glue Stick, Protractor and access to a personal electronic device for use with Microsoft Teams.

**Attendance**

When you are absent, please have your parents/guardians notify the school of your absence and your reason via email ([argyle@sd44.ca](mailto:argyle@sd44.ca)) or telephone message (604-903-3314) as soon as possible. It is your responsibility to make up any missed work. Be sure to follow-up with me directly on Teams to make arrangements to access work, write tests or submit assignments. Patterns of absence may result in a failing grade.

**Policy 214: Student Choice Animal Dissection in the Classroom**

The B.C. Provincial science curriculum for secondary students outlines a number of content areas requiring students to learn about biological structures, systems and their interrelated functions. One teaching strategy implemented as a means for students to develop their understanding is animal dissection. The North Vancouver School Board affirms the rights of students to choose not to participate in or observe animal dissections for cultural, religious or ethical beliefs. Upon request, alternative strategies and activities that meet curricular learning standards will be provided.

**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.

The weighting of each science unit will be roughly equal.

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 year.

Assignment completion, ongoing study and review, and an organized notebook are keys to success in Science 8.