



ÉCOLE SECONDAIRE
ARGYLE
SECONDARY SCHOOL

OUR MISSION

Argyle provides students opportunities to learn and grow by fostering resilience, building self-efficacy, and developing critical and creative thinking. As a vibrant, flexible, and connected learning community, we prepare students to become respectful and collaborative citizens who are stewards of the land and its people.

**1131 Frederick Rd, North Vancouver
BC, V7K 1J3**
Telephone: 604-903-3300 Fax: 604-903-3701
argyle@sd44.ca

Science 9

Teacher:

Mme Magali Chemali
mchemali@sd44.ca

I would like to thank the Coast Salish people, specifically the Squamish Nation and Tsleil Waututh Nation, whose traditional territory North Vancouver School District resides on. I value the opportunity to learn, live and share educational experiences on this traditional territory.

Introduction

My name is Magali Chemali, and I am pleased to be your science teacher this year! Together, we will use class activities and observations of real-world phenomena to explore and explain different aspects of the natural world. We will follow the BC learning model where all areas of learning are based on a “Know-Do-Understand” model to support a concept-based competency-driven approach to learning. Three elements, the Content (Know), Curricular Competencies (Do), and Big Ideas (Understand) all work together to support deeper learning.

Curricular competencies

The Curricular Competencies are the skills, strategies, and processes that students develop over time. They are what the students will learn DOING in the Know-Do-Understand model of learning:

<https://curriculum.gov.bc.ca/rethinking-curriculum>

The curricular competencies that we will work on this year are:

- **Questions and predict** (curiosity, make observations, identifying abstract questions, multiple hypotheses and predictions)
- **Plan and conduct** (collaborate and plan investigations, do field work and lab experiments, collect reliable data, assess risk and address ethical issues, choose equipment to accurately collect data)
- **Process and analyze data** (experience the local environment, analyze patterns and cause-and-effect relationships, draw conclusions, apply first peoples perspectives and knowledge as sources of information)
- **Evaluate** (reflect on investigations: identify sources of errors, assumptions, possible new technologies, evaluate secondary sources)
- **Apply and Innovate** (show caring for wider community, design projects collaboratively, transfer learning to new situations, problem solving to create new ideas, contribute to global level issues through inquiry)
- **Communicate** (create models to describe phenomenon, communicate ideas and course of action based on arguments, express multiple points of view)

Course content

This course follows the current Science 9 curriculum, outlined on the Ministry of Education’s curriculum website:

<https://curriculum.gov.bc.ca/curriculum/science/9>

The course content is divided into four big ideas:

- ***Biology*** → Cells are derived from cells.
- ***Chemistry*** → The electron arrangement of atoms impacts their chemical nature.
- ***Physics*** → Electric current is the flow of electric charge.
- ***Earth Science*** → The biosphere, geosphere, hydrosphere and atmosphere are interconnected, as matter cycles and energy flows through them.

Resource Materials

- Students will be assigned a numbered textbook
 - They are responsible for maintaining and returning their assigned textbook
 - Students will be charged a fee for lost or damaged textbooks
- I use MS Teams for student communication. Within Teams, students can access:
 - links to web-based resources
 - notes for help with homework
 - online class meetings and teacher chat
- Students will regularly receive notes on the course content through MS Teams. Those notes **may** be printed at home.

Assessment

- Students' final marks will reflect how well they've met the curricular outcomes and are not based solely on numerical assessments. They will determine what students know, are able to do and are working toward.
- ***Assessment in this course is cumulative***, adding together throughout the term
- Assessment methods **may** include, but are not limited to:
 - Observations by me
 - Participation in and contributions to class discussions
 - Student self-assessments
 - Chapter tests and lesson quizzes
 - Projects and lab activities
 - Individual and group work
- Quizzes
 - I use quizzes as **formative** assessment, helping to track and communicate students' understanding while topics are in progress
 - Students should therefore use their completed quizzes as study guides to better prepare for further assessments
 - I mark quizzes immediately and return them to students the period after they write them
 - When a student misses one, I give them a blank copy for their studies, or require them to complete the quiz for marks if I don't have enough assessments piece for them

- Handwritten notes are allowed during the quizzes, no limits, as long as they are handwritten by the student (no photocopies or prints allowed).
- Tests
 - I use tests as **summative** assessment, informing me of students' understanding at the completion of a topic
 - Therefore, students must complete any test they miss in class

If a student does not arrange an alternate time with me, I will have them write the missed test the first time they return to class

- Projects
 - Projects will be used as **summative** assessment. We will be working on projects in groups during class and students may be asked to work after class on their projects.

Method of Grading

- The students' performances will be graded using the new BC Provincial Proficiency Scale.
- Please note that since Sept 2023, teachers in BC aren't using the letter grades A, B, C+, C, C- to communicate about the students' learning. Instead, all K to 9 teachers will be using the Proficiency scale language (Emerging, Developing, Proficient, Extending).
- Proficient is the goal for your child. When your child is Proficient, it means they fully understand the required learning. But it doesn't mean their learning stops.
- If you want to learn more about this new assessment/communication system, you can read this <https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/reporting/K-12-student-reporting-one-pager-for-parents-and-caregivers.pdf>.
- If the student has not provided sufficient evidence of their learning (e.g. by missing tests, quizzes, projects), they will receive an 'IE' which stands for 'Insufficient Evidence', indicating they are in danger of failing the course. In this case, I will contact you and discuss a plan with you for your student to provide me with the missing assessments.

Policies and Procedures

- I expect students to:
 - Follow the safety rules discussed in class
 - Demonstrate **ethical, responsible** and **cooperative** behaviour
 - Come to class with all the necessary supplies
- Communication with me
 - Students will be encouraged to communicate with me in French during or after class, including through MS Teams or emails
 - I will do my best to answer messages on MS Teams quickly, when those messages are sent at a reasonable time (between 7am and 8pm).
 - Parents, please note that I will be busy with your student(s) during class time and hence I won't be able to respond to your emails before 3.30pm every day.

- Cell phones
 - Because they are a huge source of distraction, use of phones and other electronic devices, including wireless headphones, smart watches, etc., are not permitted in class, **unless I give explicit permission first**
 - Students will be asked to keep their phones in their bags
 - If students have a hard time collaborating on that rule, I will collect devices, store them securely and return them at the end of class

 - Attendance
 - Students who miss class, whether excused or unexcused, have the sole responsibility to obtain and complete any missed work or assignment
 - **Family vacations are not an excused absence**
 - I will announce project, quiz and test dates ahead of time.

 - I expect students to complete all tests prior to their absence**

 - I will refer repeated absences and/or lates to the grade administrator for follow-up

 - Cheating
 - Please refer to the school policy for a definition of what constitutes cheating
 - Cheating and plagiarism are not acceptable
 - Students caught cheating will be referred to their grade administrator and their parents notified
-

Dear parents/guardians,

Please take a few minutes to familiarize yourself with the Sciences 9 course outline and discuss with your student the manner in which I will be giving grades. I would ask for your signature and your student's signature stating that you have read and understood the course outline.

With your support, I am confident we will be able to facilitate the success of your student in Science

9. For more information, do not hesitate to contact me at any time via email mchemali@sd44.ca

Sincerely yours,

Mme Chemali

Student's signature

Parents/guardians' signature