



Course Outline: Science 10

Content

This course follows the Science 10 curriculum, as outlined by the Ministry of Education:

<https://curriculum.gov.bc.ca/curriculum/science/10>

The content covers four Big Ideas:

- **Biology** → DNA is the basis for the diversity of living things.
- **Chemistry** → Energy change is required as atoms rearrange in chemical processes.
- **Physics** → Energy is conserved, and its transformation can affect living things and the environment.
- **Astronomy** → The formation of the universe can be explained by the big bang theory.

Resource Materials

- I will provide electronic and physical resources, and **may** distribute textbooks.
 - Should I assign numbered textbooks, students are responsible for maintaining and returning **their** assigned textbooks, subject to a fee for loss or damage.
- I use MS Teams for student communication. Within Teams, students can access:
 - links to my website and other electronic resources
 - OneNote pages for homework questions
 - the chat for quick and easy messaging

Assessment

- Students' final grades will reflect how well they have met the curricular outcomes and will incorporate formal, numerical assessments and informal, non-numerical observations.
 - They will represent what students know, are able to do, and are working toward.
- Assessment methods **may** include, but are not limited to:
 - Participation in, and contributions to, class discussions
 - Individual tasks, group work, and student self-assessments
 - Chapter tests and lesson quizzes
 - Projects and lab activities
- While I reserve the right to change this distribution to best determine the formal part of students' learning, my intended weighting of numerical results is:

Chapter tests: 50%

Quizzes: 20%

Projects: 20%

Final exam: 10%

Policies & Procedures

- I expect students to:
 - follow the safety rules discussed in class
 - demonstrate respectful, ethical, responsible, and cooperative behaviour
 - come to class, **on time**, with all the necessary supplies
- Students who do not demonstrate enough acceptable evidence of learning throughout the course will receive an **“Insufficient Evidence”** or **“IE”** grade, communicated directly to parents.
 - This will indicate the student is in danger of receiving a failing grade for the course unless their process and results improve.
- I use quizzes and activities as **formative** assessment, helping to track and communicate students’ understanding while topics are in progress.
 - I mark quizzes immediately and return them to students at the first opportunity.
 - When a student misses a quiz, they should arrange an alternate time with me as soon as possible
 - If they do not before I am ready to return them, I will give them a blank copy for their studies, and mark them absent (excused).
- I use tests and projects as **summative** assessment, informing me of students’ understanding at the completion of a topic.
 - Therefore, students must complete any missed test and all assigned projects.

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.

- I will refer any students I catch cheating to their grade administrator and will notify their parents.
- I collect cell phones at the beginning of class, store them securely, and return them at the end.
 - Use of electronic devices, including phones, wireless headphones, smart watches, etc., is not permitted in class, **unless I give explicit permission first**.
- Missing classes for any reason impacts students’ learning and my assessment.
 - Students who miss class, whether excused or unexcused, have the sole responsibility to obtain and complete any missed work, assessment, or assignment.
 - MS Teams is a simple way to communicate with me and to find resources.
 - Students absent for school-related activities (e.g., field trips, work experience, sports, etc.), must speak with me **in advance** to learn what topics they will miss.
 - **Family vacations are not an excused absence, and I am not required to make special arrangements or to create extra work.**
 - Students must complete any missed assessments before their absence, or at the first opportunity afterwards, in consultation with me.
 - I will refer repeated absences and/or lates to the grade administrator for follow-up.

If you have any questions or comments, please reach out through email.

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