

SCIENCE 8

S. Bentley

sbentley@sd44.ca

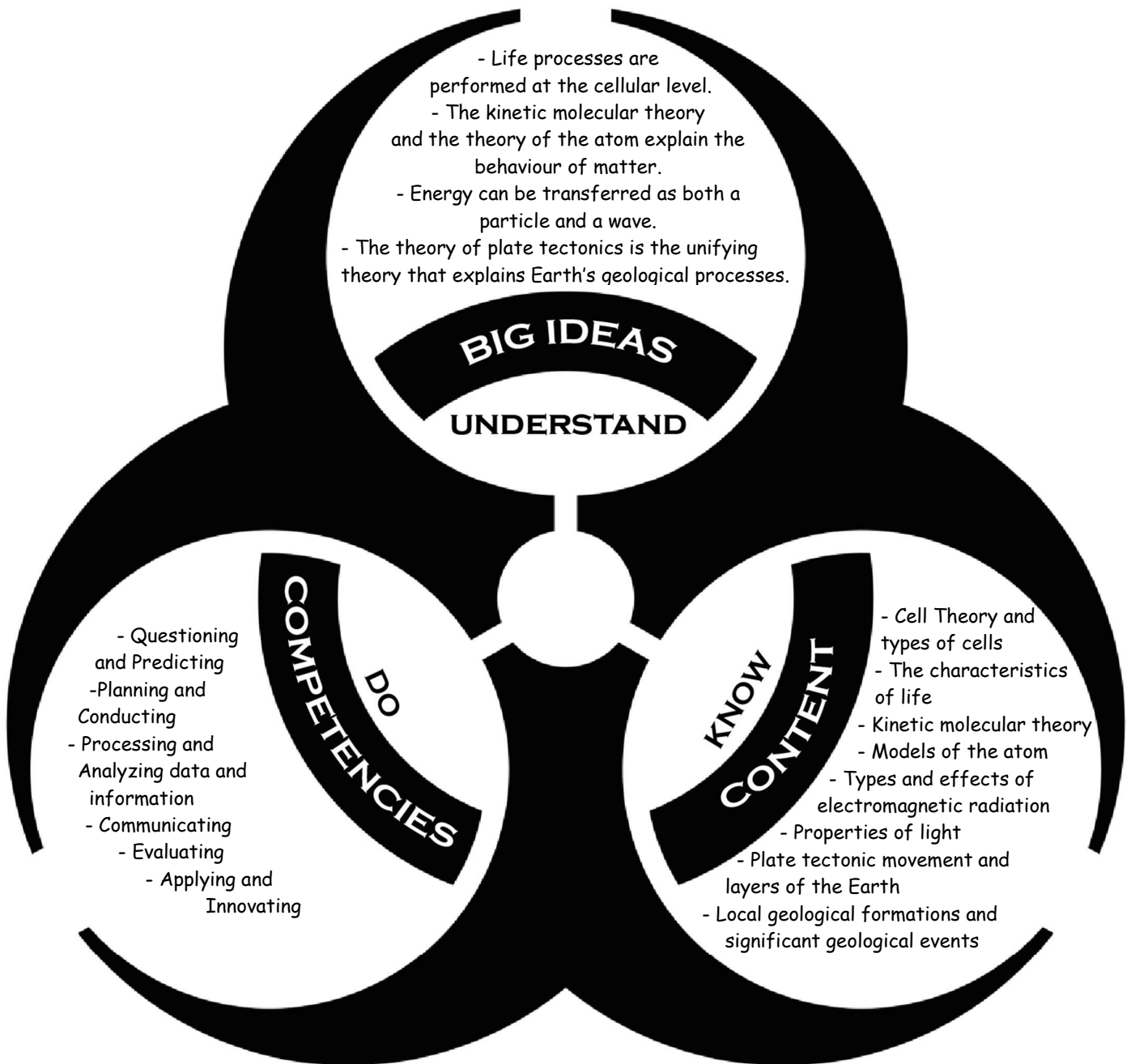
Objective

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

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 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

MS Teams: All SD44 secondary classes will have a MS Teams Class page set up for coursework communication and connection between students and families. Access to a web enabled device (Tablet, PC or similar) will be useful.

Attendance

Daily attendance is required. However, 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) as soon as possible. Arrangements may then be made to write the test or submit the project, in class, upon the day of your return. 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 quarter and may include an in-class midterm in addition to the Grade 8 Science Fair Final Evaluation.

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

