**Science 9: 2021-2022 **

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**A.    CURRICULAR COMPETENCIES:**

Welcome to SCIENCE 9! Science 9 is a busy course that will build upon your knowledge, skills and attitudes attained in Science 8. This year you will be studying a variety of topics including chemistry, biology and physics. Students will learn to question, predict, plan, conduct, process and analyze information for the purpose of investigating how theoretical science concepts can be applied to the real world. The complete Science 9 curriculum can be found on the Ministry of Education website **https://curriculum.gov.bc.ca/curriculum/science/9/** and includes four topics or “**Big Ideas”**:

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

Although the scope of the course is broad, we will be focusing on four essential topics noted below:

1. **Introduction to Science**
* safety in the science lab
* WHMIS 2015 and Consumer Safety Symbols
* Scientific theory
* measurement
* metric system
1. **The Electron Arrangement of Atoms**
* Matter and KMT
* Periodic Table
* Atomic Theory
* Naming Chemical Compounds
* Writing Formulas for compounds
1. **Cells**
* DNA: structure, function and replication.
* Cell replication
* Asexual, sexual and human reproduction
1. **Electricity**
* Types of Energy and Energy Transformations
* Generating Electricity
* Electric circuits
* Voltage, current, resistance and power
* Renewable energy

**B.    ASSESSMENT:**

Science 9 will be evaluated using the “Know-Do-Understand” model that supports a competency driven approach to learning. Assessment is **cumulative** and will include but is not limited to the following:

**1.   Formative Assessment (for learning)**

* For feedback only – not for marks in determining the student’s interim and final quarter marks. This will include Home Fun practices, in-class activities, review questions, self and peer evaluations and unit review games. Students are encouraged to redo formative assessment tools until concept mastery is obtained.

**2.** **Summative Assessment (of learning)**

* For marks and to be used in determining the student’s interim and final quarter marks. Summative assessment tools may include daily quizzes, laboratory reports, in-class assignments, individual projects and three unit tests
* Each major unit will include multiple summative assessments
* A student who misses a summative assessment tool and who is excused by a parent/guardian’s note acknowledging the missed assessment tool will be offered the opportunity to write an alternate summative assessment tool at the teacher’s convenience
* A student who has an unexcused absence on the day of a summative assessment tool will receive a mark of zero on the summative assessment tool and will not be able to write an alternate summative assessment tool
* Cheating, plagiarism, or any form of academic misconduct on a summative assessment tool will result in consequences as outlined in the McRoberts’ Academic Misconduct Policy in the student agenda.
* Opportunities are provided in class for students to review summative assessment tools.  Summative assessment tools cannot be taken home and are the property of the teacher.

**C.** **STUDENT BEHAVIOR:**

**Don’t take my advice, take the advice of former 2021McRoberts’ graduates who succeeded in surviving Science with Ms. DeBou:**

*“Do not be late to class ever. It is her pet peeve!” *

*“NEVER, EVER Cheat!”*

*“Hand in your work on time!”*

*“Don’t eat in class… well you could try but we dissect pigs in this class!” ☹*

*“Don’t use your phone during discussions and* ***never*** *during tests.”*

*“Review each night for the daily quizzes”*

*“Don’t disrespect each other or the equipment”*

*“Always check the website when you are away and come to class prepared”*

*“Don’t give an excuse, give an apology!”*