

## Sciences naturelles 8

### Course Description

This course includes content from each of the main branches of science providing foundational knowledge and skills for future science courses. As part of the French Immersion program, this course is conducted entirely in French and students are expected to communicate in French at all times. During the semester, students will learn about the inner workings of living cells, applications of kinetic molecular theory, the atomic model, light, optics, and plate tectonics, along with overarching themes within these domains. Skills such as problem solving, collaboration, and discernment and application of information are also stressed.

### The Big Ideas of Sciences naturelles 8

Life processes are performed at the cellular level.

The behaviour of matter can be explained by the kinetic molecular theory and atomic theory.

Energy can be transferred as both a particle and a wave.

The theory of plate tectonics is the unifying theory that explains Earth's geological processes.

**The new curriculum for Kindergarten to Grade 9 in Science can be found at the following websites,**  
In English,

[https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/science\\_learning\\_standards\\_elab.pdf](https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/science_learning_standards_elab.pdf)

In French,

[https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/normes\\_d\\_apprentissage\\_science\\_elab.pdf](https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/normes_d_apprentissage_science_elab.pdf)

- As part of the new curriculum, the newly introduced communication, thinking, and personal and social core competencies will be incorporated throughout the semester.

The following Aboriginal Ways of Knowing will also be incorporated throughout the semester,

- Learning ultimately supports the well-being of the self, the family, the community, the land.
- Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).
- Learning involves recognizing the consequences of one's actions.
- Learning involves generational roles and responsibilities.
- Learning recognizes the role of indigenous knowledge.
- Learning is embedded in memory, history, and story.
- Learning involves patience and time.
- Learning requires exploration of one's identity.

### Mr. O'Keefe's website,

<http://www.jeffokeefes.weebly.com>

Here, students will be able to find notes, documents, and videos utilized during this course along with supplemental resources and additional contact information for Jeff O'Keefe.

## Politiques de la salle de classe

Pour bien réussir ce cours, les élèves doivent faire le suivant,

1. Arriver **à l'heure** avec tout ce dont ils ont besoin pour l'apprentissage – un cartable à 3 anneaux, du papier, un crayon ou un stylo, et une calculatrice scientifique comme minimum
2. **Parler en français** avec ses pairs et avec son enseignant.
3. Démontrer le **respect** envers soi-même et envers les autres.
4. Toujours faire de son mieux avec les travaux individuels et les travaux de groupe.
5. Compléter et soumettre **tous** leurs travaux à l'heure.
6. **Participer** aux activités de groupe et avec la classe entière de façon appropriée et constructive.
7. Chercher de l'aide s'il ou elle en a besoin.
8. Prendre toutes mesures raisonnables pour assurer qu'aucun test, devoir, ou matériau d'apprentissage ne soient manqués lors d'une absence. C'est **la responsabilité de l'élève** de venir voir l'instructeur pour acquérir les matériaux manqués et pour faire un rendez-vous pour écrire une évaluation manquée.

Les critères ci-dessus seront aussi utilisés pour déterminer la note de G, S, ou N sur les bulletins.

## Classroom policies

To succeed in this course, student must do the following,

1. Come to class **on time** with all required materials – a 3-ring binder, paper, a pencil or pen, and a scientific calculator at minimum
2. **Speak in French** with his/her classmates and his/her teacher at all times.
3. **Respect** himself/herself and respect others.
4. Always do one's best on individual assignments and on group assignments.
5. Complete **all** assignments on time.
6. **Participate** in all activities in an appropriate and constructive fashion.
7. Obtain help if it is needed.
8. Take all reasonable measures to ensure no assignments, information, or evaluations are missed due to an absence, whether excused or unexcused. It is **the student's responsibility** to come see the instructor, within a reasonable amount of time, to catch up with any material that may have been missed.

The above criteria will also be utilized to determine the grades of G, S, or N on report cards.

Work Habits (in addition to the criteria described in "Classroom Policies")

Attribute	G	S	N
<b>Work Ethic</b>	<ul style="list-style-type: none"> <li>• Arrives on time prepared for class</li> <li>• Stays focused and on task</li> <li>• Does his/her best</li> <li>• Committed to learning</li> <li>• Takes initiative</li> </ul>	<ul style="list-style-type: none"> <li>• Usually arrives on time prepared for class</li> <li>• Usually stays focused and on task</li> <li>• Usually does his/her best</li> <li>• Usually wants to learn</li> <li>• Sometimes takes initiative</li> </ul>	<ul style="list-style-type: none"> <li>• Often late and/or rarely prepared for class</li> <li>• Rarely stays focused and is often off task</li> <li>• Rarely does his/her best</li> <li>• Doesn't seem to care about learning</li> <li>• Usually waits until directed to get to work</li> </ul>
<b>Task Completion</b>	<ul style="list-style-type: none"> <li>• Completes assignments and learning activities</li> <li>• Consistently meets deadlines</li> </ul>	<ul style="list-style-type: none"> <li>• Completes most assignments and learning activities</li> <li>• Occasionally misses deadlines</li> </ul>	<ul style="list-style-type: none"> <li>• Fails to complete some assignments and/or learning activities to an acceptable standard</li> <li>• Frequently misses deadlines</li> </ul>
<b>Behaviour</b>	<ul style="list-style-type: none"> <li>• Demonstrates consistent interest in subject</li> <li>• Cooperates and participates in all activities</li> <li>• Polite, respectful and considerate</li> <li>• Positive influence on class</li> <li>• Consistently respects the rights of others</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates some interest in subject</li> <li>• Usually cooperates and participates in activities</li> <li>• Usually polite, respectful and considerate</li> <li>• Usually respects the rights of others</li> </ul>	<ul style="list-style-type: none"> <li>• Rarely interested in subject</li> <li>• Rarely participates</li> <li>• Often impolite, disrespectful or inconsiderate</li> <li>• Negative influence on class</li> <li>• Often fails to respect the rights of others</li> </ul>

## Evaluation and Marks (subject to change)

Students will be evaluated formatively and summatively during in-class assignments, individual and group discussions, and formal written assessments.


### Breakdown of marks by unit

Biology.....30%	Physics(matter).....20%	Physics(optics)...20%	Geology...10%	Final Exam.....20%
-quizzes....15%	-quizzes...10%	-quizzes....10%	-unit test....10%	
-unit test...15%	-unit test...10%	-unit test...10%		

## Method of communicating student learning

As was the case this past year, the format of communicating student learning will be somewhat different than in years past for students in kindergarten to Grade 9. Instead of the summative and content-centered perspective traditionally offered via letter grades and percentages, a competency-based approach outlining students' proficiency within curricular competencies will be adopted which is more aligned with the redesigned B.C. curriculum. This new approach takes on a more formative version of assessment which extensive research has found to be more effective in supporting student learning and personal development.

While more detailed information surrounding the rationale and logistics of this new approach are forthcoming, the proficiency scale below is similar to that which will be utilized to communicate students' progress throughout the semester.

<b>Proficiency Scale</b>				
	Emerging	Developing	Proficient	Extending
	The student demonstrates an initial understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a partial understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a complete understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a sophisticated understanding of the concepts and competencies relevant to the expected learning.

In addition to student-parent-teacher conferences and summary reports at the conclusion of the course, ongoing points of progress will be provided via online portfolios will be utilized throughout the semester.

## Online portfolios

This year, ongoing student learning will be communicated to parents via an online Google Slides portfolio. This portfolio is to be completed in addition to traditional report cards which will also be submitted at the conclusion of each of term. This portfolio will be accessible only by the student, the student's parents, and the teacher, and will provide insight into the student's progression through the core competencies, curricular competencies, and course content.

A separate letter explaining the logistics and rationale for this reporting format will be provided.

Contact Information for Jeff O'Keefe

E-mail           jokeefe@sd22.bc.ca

Telephone       (250)-542-3361

**First Homework assignment**

Show this document to your parents or guardians and have them e-mail me at [jeffokeefe250@yahoo.ca](mailto:jeffokeefe250@yahoo.ca) with the following information,

1. Whose parent or guardian they are.
2. Any pertinent information regarding their child.
3. Any questions or concerns they might have.
4. Any additional or preferred contact information.