

Sciences naturelles 9

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 fundamentals of chemistry, the inner workings of living cells, the properties of electricity, and the fundamentals of sustainable ecology, 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 9 Curriculum

Cells are derived from cells.

Electron arrangement of atoms impacts their chemical nature.

Electric current is the flow of electric charge.

The biosphere, geosphere, hydrosphere, and atmosphere are interconnected, as matter cycles and energy flows through them.

The core competencies of communication, thinking, and personal and social will be incorporated throughout the course. The detailed provincial curriculum can be found at the following website, <https://curriculum.gov.bc.ca/curriculum/science/9/core>

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.

Jeff 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.
2. **Parler en français** avec ses pairs et avec son enseignant à tout moment.
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 aider l'évaluation des compétences essentielles et des compétences curriculaires sur les bulletins.

Classroom Policies

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

1. Come to class **on time** with all required materials.
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 help evaluate core competencies and curricular competencies on report cards.

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 summative assessment by unit

Chemistry...25%	Electricity...10%	Biology.....25%	Ecology...20%	Final Exam...20%
-quizzes....12.5%	-quizzes...5%	-quizzes...12.5%	-quizzes...10%	
-unit test...12.5%	-unit test...5%	-unit test...12.5%	-unit test...10%	

Method and Medium of Communicating Student Learning

As was the case the past few years, 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 can be found on the Ministry of Education’s website, the proficiency scale below is similar to that which will be utilized to communicate students’ progress throughout the quarter.

Proficiency Scale				
	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.

“Points of progress” are snapshots of your child’s learning which will also be utilized to communicate how your child is progressing in relation to the content, curricular competencies, and core competencies, along with what your child can do to extend their understanding. A summative point of progress will be provided at the conclusion of the course, with ongoing points of progress to be provided via online portfolios throughout the quarter.

Online Portfolios

In this course, ongoing student learning will be communicated to parents via an online Google Slides portfolio. This portfolio is to be completed throughout the course along with traditional report cards which will also be submitted at the conclusion of each of the course. 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.

- An e-mail with a separate letter and video explaining the logistics and rationale for this reporting format will be provided during the first few weeks of the course

Contact Information for Jeff O’Keefe

E-mail jokeefe@sd22.bc.ca
 Telephone (W. L. Seaton) (250)-542-3361

- Students and parents are strongly encouraged to contact Jeff O’Keefe at any time to inquire as to one’s progress being made in the course or to discuss any other pertinent matter.

First Homework Assignment

Show this document to your parents or guardians and have them e-mail me at 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.