

SCIENCE 8
COURSE OUTLINE
2018-19

BICHEL/ MARTINEK/ MASSEY/ McCLELLAND/REYNOLDS

Objectives:

The goal of grade eight Science is to develop the knowledge, skills, and attitudes of students so that they can better understand and interpret the world around them. The program is based upon three broad themes: the nature of science, science and technology, as well as science, society and the environment.

Unit 1	Mix and Flow of Matter	September/October/November
Unit 2	Light and Optical Systems	November/December
Unit 3	Cells and Systems	January/ February/ March
Unit 4	Mechanical Systems	March/ April
Unit 5	Fresh and Salt Water Systems	May/ June

Final Exam- June

Textbooks:

Each student will be assigned a textbook at the beginning of the year. It is that student's responsibility to ensure that the textbook is kept in reasonable shape. It is important that the students keep their books in their locker as lost or damaged textbooks are the responsibility of the student. Replacement cost is \$75.

Resources:

Science Focus 8 McGraw-Hill Ryerson 2001
Science in Action 8 Addison Wesley 2001

Evaluation:

Assessment FOR Learning	0%
Text Questions/Worksheets/Labs	
Assessment OF Learning	100%
Projects/Quizzes/Tests/Exams	

Daily assignments will be marked but will not have a weight. This is to provide the student with feedback as to how he or she is doing and to allow the student to learn from their mistakes before a quiz, test or exam is written. Incomplete work will result in a homework mark (4 marks =Period 6) and the assignment will still need to be completed at a time chosen by the teacher such as at lunch hour, after school, etc.

Rewrites for quizzes and tests are a possibility but only after a student has devised a plan for success and discussed it with the teacher. This will include correcting the original quiz or test and also preparing for the rewrite by doing review at home and/or possibly attending a tutorial session at the teacher's discretion.

Student achievement of learning outcomes will be reported as follows:

Excelling	Consistently able to demonstrate student learning outcomes independently in a variety of settings.
Proficient	Frequently able to demonstrate student learning outcomes independently.
Satisfactory	Developing independence to be able to demonstrate student learning outcomes. Requires assistance.
Beginning	Beginning to grasp concepts with assistance
Limited	Insufficient evidence in demonstrating student learning outcomes.