PORT MOODY SECONDARY SCHOOL

A Tradition of Excellence

300 Albert Street
Port Moody, B.C., V3H 2M5
School District 43 (Coquitlam)
604-939-6656
Fax: 604-937-8057

Teacher: Mr. Podwysocki
E-mail: opodwysocki@sd43.bc.ca
Office: Chemistry Office (Office 3037 adjacent Chem room 305)

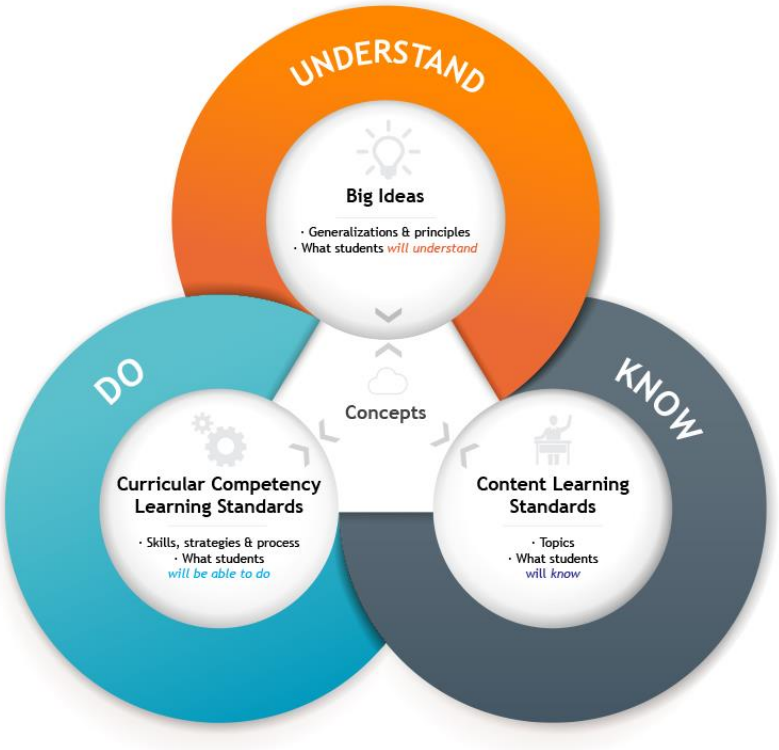
	FLEX	3037
1/2		3037
3	WM 10	107
4	Earth Sc 11	309
5	IB Science 9	309

Pre-Diploma Science 9, Room 309
Semester 1

Welcome to our course! Our goals this year are to further your ability to think and act like a scientist, learn some new science content and develop your curiosity about the natural world. I have outlined the curriculum below, and if you are interested you can find more details on-line at https://curriculum.gov.bc.ca/curriculum/science/9.

This semester, we will have 88 days to complete the course. Students are expected to attend regularly and complete all assignments. I do not believe in assigning *regular* homework, however, classwork that is not completed during class time will need to be completed (so, classwork becomes homework). The first few weeks of the semester will start slowly to provide a bit more time to get up to speed. Then, the demands of the curriculum and class will change slightly with the addition of projects. Home study will be expected for quizzes and tests. Your child will be able to access help during FLEX period and, at times, will be asked to attend if their performance need be improved.

Course Content



The curriculum model highlights what students will know, what they will be able to do and what they understand. In class, we will use these curricular competencies to move through the content area and develop students' scientific knowledge (what they know), skills (what they can do) and the big ideas (what they understand). We will also work on experimental design and the scientific method.

Curricular Competencies (across all grades)

- Questioning and Predicting
- Planning and Conducting
- Processing and Analyzing Data and Information
- Evaluating
- Applying and Innovating
- Communicating

Big Ideas and Curricular Content *Not necessarily in chronological order

Discipline	Big Idea	Content	Unit Length (approximate times)
Chemistry	The electron arrangement of atoms impacts their chemical nature	Element properties and the periodic table Electron arrangement, properties, and atom size	5 weeks
Biology	Cells are derived from cells	Asexual reproduction (mitosis) Sexual Reproduction (meiosis and human reproduction)	5 weeks
Physics	Electric current is the flow of electric charge	Circuits, including voltage, current and resistance	3 weeks
Earth Sciences	The biosphere, geosphere, hydrosphere and atmosphere are interconnected, as matter cycles and energy flows through them.	Solar radiation, the cycling of matter and energy Abiotic and biotic factors Sustainability & First Peoples principles of interconnectedness	3 weeks
Processes of Science	Various skills required for science	Lab safety, Scientific Method, Scientific communication, Lab skills, Microscopy	Integrated throughout the semester

Evaluation

Each unit will be evaluated based on quizzes and assignments/labs/projects. These will vary in type and amount from unit to unit. Students will also be evaluated on their progress with the curricular competencies. These will be demonstrated through labs and problem-solving activities and will be assessed both by the teacher and the student themselves by written/oral feedback. Failure to complete missing learning tasks will result in an "IE" mark (insufficient evidence/learning is in progress) until you have shown that you have successfully met the missing learning outcomes. An "IE" mark will be converted to an "F" (fail) at the end of the semester at which point the student will need to redo the course to receive credit.

All assignments must be handed in on time. Any missing assignments will need to be completed with me, either before school (FLEX in Room 3037) or at lunchtime. If you are absent the day of a test/in-class assessment, e-mail your teacher to explain the absence. Upon your return, the missed learning opportunity can be made up in FLEX or at lunchtime that day – you need to set up the time with me *beforehand*.

Insufficient Evidence (IE)	Emerging	Developing	Proficient	Extending
The student has not yet displayed evidence of learning at a given time for evaluation of learning.	Beginning to understand Basic vocabulary and concept development	Knowledge development Recall fact and concept: define, duplicate, list, memorize, repeat.	Beginning to apply and fully understands the required learning. Explain ideas or concepts: classify, describe, discuss, explain, identify, locate, reorganize, report, select. Use information in new situations: execute, implement, solve, use, demonstrate, interpret, operate, schedule, sketch.	Applying and showing a deeper understanding; *student initiated*. Draw connections: differentiate, organize, relate, compare, contrast, distinguish, examine, question, test. Justify a stand or decision: argue, defend, judge, select, support, value, critique, weigh.

For the purpose of teaching, learning and assessment, our semester will comprise of five main units with a variety of assessment tasks (see above curricular content). Assessments of learning include tests, quizzes, projects, assignments, and labs. Students will be assessed for level of proficiency, and they will also have an opportunity to self-assess the growth of learning over time. If you don't come in for the session, you will not rewrite. If you have an issue with a mark, simply talk with me about it. Avoid nit picking for extra marks after tests – *this demonstrates your priorities to be in the wrong place* (marks vs. understanding).

Don't compare your marks to others, they are your personal marks and should not be shared – you are in direct competition with ***your past self***, *you are winning if you leave the class with MORE understanding* (not higher marks).

COURSE REQUIREMENTS

1. Paper, pencils, a *RED* pen, eraser, high lighter and a clear plastic metric ruler.
2. Calculator. (*Your phone is not allowed during assessments*)
3. Bring your binder to class. (*Textbooks will be provided in class when necessary*)
4. Open-mind, enthusiasm/energy, positivity, and a growth mindset are essential for success.
5. Optional – personal hand sanitizer, personal safety goggles for experiments, a fully charged electronic device (computer or tablet is best). Please let me know if you do not have a device and we will see what we can arrange the use of one with the library.

Development of the IB Learner Profile

Through the course it is also expected that students will develop the attributes of the IB learner profile. These qualities include:

Inquirers, Knowledgeable, Thinkers, Communicators, Principled, Open-Minded, Caring, Risk-Takers, Balanced and Reflective

IB Approaches to Learning

The IB Diploma Programme Approaches to Teaching and Learning are deliberate strategies, skills, and attitude that permeate the IB Teaching and Learning environment. The IB believes that a large influence on a student's education is not only what you learn but how you learn. Teaching students how to learn will improve the quality of teaching and learning across the entire IB spectrum of programmes. In addition, this IB course will contribute to the development of international mindedness in students.

Approaches to Learning		BC - Core Competencies	
Communication	Communication Skills - Through interaction - Through language	**Communication**	Connect and engage with others Acquire (research), interpret and present Collaborate Explain, recount and reflect
Research	Information Literacy Skills Media Literacy Skills		
Social	Collaboration Skills	**Social Responsibility**	Contributing to community/environment Problem solving Valuing diversity Building relationships
Self-Management	Organization Skills Affective Skills - Manage your own state of mind Reflection Skills	**Personal Awareness and Responsibility**	Self-determination Self –regulation Well-being
		Positive Personal and Cultural Identity	Relationships and cultural contexts Personal strengths, abilities, values and choices
Thinking	Critical Thinking Skills Creative Thinking Skills Transfer - Skills and knowledge across different disciplines and subject groups	**Creative Thinking**	Novelty and value Generating ideas Developing ideas
		Critical Thinking	Analyze and critique Question and investigate Develop and design

Please refer to the IB Academic Integrity Policy and other IB policies for more information:
https://www.sd43.bc.ca/school/portmoody/ProgramsServices/IB/PMSS_IB_Policies/Pages/default.aspx#/=

As a class, we will develop a classroom AI policy together.

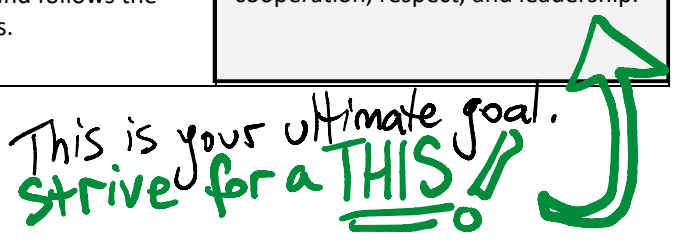
Classroom Expectations

- Be on time and be PRESENT – both physically (attend) and mentally (focused).
- Technology away during the lesson. If your technology becomes a problem – a solution will be found after a connection with you, your caregivers, administration, and your counsellor.
- We are a TEAM – As a caring community, we rely on each other to be, and do, our best for ourselves and for others. Make our classroom your safe place for yourself through your action: A place of *joy*.
- THINK BEFORE YOU DO! – Ask yourself, is this acceptable behavior? Would my caregiver(s), administration or teacher be happy with my actions? Am I exhibiting qualities of an IB student? If not – DON'T DO IT.
- Clean up after yourself.
- Our school and classroom are scent-aware spaces – please respect them by refraining from perfumes/scents.
- Communicate regularly and honestly – Always ask for help when you need assistance. E-mail when absent. Practice qualities of a good teammate/partner.
- **Academic Honesty** – You will be held to the standards of our school's code of conduct. Incidents of cheating or plagiarism will be reported to school administration, and to your parent/caregiver. Please be warned that the person who legitimately completed the work, as well as the person(s) that copied the work will receive an "IE" and all parties will need to make up for missed learning. All work that you submit should be original.

PMSS Criteria for developing excellent work habits

(This no longer exists as a separate criterion on formal reports but is now incorporated)

Criteria	Habits need improvement	Habits are satisfactory (but could be BETTER!)	Habits are good!
Punctuality	Consistently arrives late.	Usually arrives on time.	Arrives on time and ready to start.
Works Independently	Distracts others; not on task; requires close supervision.	Usually focused on task; may need some supervision.	Remains on task without reminders; works quietly and efficiently.
Initiative	Has difficulty starting to work; doesn't ask for help; doesn't get caught up after absence; limited participation.	Participates when asked; begins to work when assignment given; works hard most of the time in class.	Volunteers to ask and answer questions; will help others; knows what needs to be done and does it.
Homework & Assignments	Only a few assignments and homework are complete; answers are not checked or corrected. Homework is frequently handed in late.	Homework and assignments are usually completed; answers are usually checked and corrected. Homework is handed in on time, most days.	Homework and assignments complete; answers have been checked and corrections are made. Homework consistently handed in on time.
Organization	Little attempt to organize notebook or to bring textbook, pencils, paper, supplies, etc.	Needs some organization of workbook or other materials. Supplies usually brought to class.	Notebook is organized and complete; keeps track of all homework, assignments, important dates and supplies.
Teamwork	Interrupts, distracts, or disrupts others; has difficultly working with others.	Usually cooperative; participates and follows the lead of others.	Consistently demonstrates cooperation, respect, and leadership.



PORT MOODY SECONDARY'S
PD SCIENCE 9 COURSE OUTLINE
2025-2026

MY PARENT/GUARDIAN AND I HAVE REVIEWED THE REQUIREMENTS FOR THE COURSE.
If required, I will be sending IE-reports* home when necessary for this course via e-mail. If you would like to ***OPT OUT*** of getting this IE-report via e-mail, then please send a personal e-mail to opodwysocki@sd43.bc.ca
Thank you.

*Alternatively to completing the physical form for parents, your **parent** may send an introductory e-mail stating:*
(1) parent name, (2) their child, (3) child's course, and (4) acknowledgement of the course outline.

Student Name: _____

Parent/Guardian Name(s): _____

Parent/Guardian Email(s): _____

Parent/Guardian Signature(s): _____

Student/Parent Comments:

What are you looking forward to?
What are you concerned about?
Anything else you want to share?

**an IE-report is a detailed document stating this student has NOT demonstrated enough understanding to pass at that time due to insufficient evidence.*