

# SCIENCE 9 (DRAFT)

## CURRICULUM CORRELATION FORM

**Title:** B.C. Science Probe 9      **Series Title:** B.C. Science Probe  
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**\*\* Instructions:** Complete one form for each resource.

Indicate in the boxes below ( ✓ ) the degree of curriculum fit and provide specific unit, chapter, page reference, segment or section.

Prescribed Learning Outcomes (DRAFT)	Degree of Curriculum Fit	Print: Unit, Chapter or Page Reference DVD / VHS, etc.: Segment or Section
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### Processes of Science

**It is expected that students will:**

none      slight      moderate      extensive

• demonstrate safe procedures	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	Try This: 2.0, 3.0, 5.1, 5.3 (pp.167 & 169), 6.2, 7.1, 9.0, 9.1, 12.0, 13.0, 15.2; Investigations: 2A, 2B, 3A, 3B, 5A, 7A, 7B, 8A, 8B, 9A, 9B, 10A, 10B, 13A, 13C, 15A
• perform experiments using the scientific method	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	Try This: 13.1,13.2,13.4,13.6, 15.2; Investigations: 2A, 2B, 3A, 3B, 5A, 7A, 7B, 8A, 8B, 9A, 9B, 10A, 10B, 12A,12B, 12C,13A,13B, 13C, 13D,15A
• represent and interpret information in graphic form	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	Sections: 7.2, 7.4, 8.1, 8.2, 8.3, 8.4, 9.5, 10.4, 12.1, 12.2, 12.3, 13.1 Try This: 2.1, 2.2, 2.4, 3.0, 3.1; Investigations: 2A, 2B, 3A, 3B, 6A, 12A, 12C, 13D; Chapter Review: 2, 3, 4, 5, 7, 8, 10; Unit Review: A, B, C
• demonstrate scientific literacy	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	Sections: 2.7, 4.8, 5.1, 5.4, 6.1, 6.2, 7.3, 7.4, 8.1, 8.2, 8.3, 8.4, 8.5 Chapter Review: 2, 3, 4, 5, 6, 7, 8; Unit Review: A, B; Unit C (all); Unit D (all)
• demonstrate ethical, responsible, cooperative behaviour	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	Sections: 2.7, 4.8, 8.5, 11.3, 14.2, 15.4; Try This: 2.4, 3.1, 3.3, 6.1, 8.2 Investigations: 5A, 6A, 7A, 7B, 8A, 8B, 9A, 9B, 10A, 10B, 11A, 12B, 13B, 13C, 15A; Chapter Review: 5; Unit Review: B
• describe the relationship between scientific principles and technology	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	Sections 3.5, 4.6, 4.7, 5.2, 6.1, 7.2, 7.2 Awesome Science, 8.4, 8.4 ScienceWorks, 9.5, 10.5 ScienceWorks, 11.3, 11.4, 12.5, 13.1, 14.1, 14.3, 15.1, 15.2, 15.3; Investigations: 2A, 2B, 8A; Chapter Review: 2, 3, 4, 9; Unit Review: A
• demonstrate competence in the use of technologies specific to investigative procedures and research	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	Try This: 6.2; Investigations: 2A, 2B, 4A, 7A, 8A, 9A, 9B, 10A, 10B, 11A, 13A

### Life Science

#### Reproduction

**It is expected that students will:**

none      slight      moderate      extensive

• explain the process of cell division	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	Sections: 2.1-2.5, 3.1, 4.4, 4.5
• relate the processes of cell division and emerging reproductive technologies to embryonic development	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	Sections 2.7, 3.1, 3.2, 3.5, 4.1-4.4, 4.6-4.8
• compare sexual and asexual reproduction in terms of advantages and disadvantages	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	Sections 2.6, 3.1-3.4

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**Physical Science**

*Atoms, Elements, and Compounds*

**It is expected that students will:**

none      slight      moderate      extensive

• use modern atomic theory to describe the structure and components of atoms and molecules	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Chapter 7(all)
• use the periodic table to compare the characteristics and atomic structure of elements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Sections: 6.2, 6.3, 7.3, 8.4
• write and interpret chemical symbols of elements and formulae of ionic compounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Section: 6.2; Chapter 8 (all)
• describe changes in the properties of matter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Chapter 5 (all)

*Characteristics of Electricity*

**It is expected that students will:**

none      slight      moderate      extensive

• explain the production, transfer, and interaction of static electrical charges in various materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Chapter 9 (all)
• explain how electric current results from separation of charge and the movement of electrons	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Section: 10.2
• compare series and parallel circuits involving varying resistances, voltages, and currents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Sections: 10.2-10.5; Investigations 10A, 10B
• relate electrical energy to power consumption	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Sections: 11.2, 11.4; Investigation 11A

**Earth and Space Science**

*Space Exploration*

**It is expected that students will:**

none      slight      moderate      extensive

• explain how a variety of technologies have advanced understanding of the universe and solar system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Sections:12.3,12.5, 13.1, 13.3 ScienceWorks,15.1-15.3, 15.5, 15.5 TechConnect; Chapter 14 (all)
• describe the major components and characteristics of the universe and solar system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Sections: 12.1-12.4
• describe traditional perspectives of a range of Aboriginal peoples in BC on the relationship between the Earth and celestial bodies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Section: 12.5
• explain astronomical phenomena with reference to the Earth/moon system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Section: 12.2
• analyse the implications of space travel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Chapter 15 (all)