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This website uses cookies to improve your experience. We'll assume you're fine with it, but you can opt-out if you want. Accept more units of study: Unit 1: Scientific Investigation Skills and Career Exploration Sep 1 -- Course Introduction and Scientific Career Brainstorming Homework: With your parents, please read the letter sent home by Mrs. Wheeler about this Grade 9 Science Course. Once you and your parents have both signed down, please separate the signature part and return it to Mrs Wheeler tomorrow. Sept. 2 -- Using scientific model (black box activity) HW: Complete your diagram of a possible model for your black box before tomorrow so that tomorrow we can start building our model in orbit. Sept. 3 -- Using scientific models (black box activity released) Sept. 4 -- Brainstorming Science Careers Sept. 8 -- Spinning Blimps Experiment HW: Read this website about Canada Firsts Canada Firsts; Answer the following questions on looseleaf using discoveries and inventions made by Canadians and then full sentences. To hand in yesterday: 1.a) Did Canada start in order to broadcast national television signals? b) In which year it was launched? 2. a) In which year standard time was invented? b) What is the purpose of standard time? 3. a) What is beaver? b) What qualities make it special? c) In which year it was developed? 4. What was the canadian first discovery by a female scientist? b) Name of scientist. c) In which year did he discover? Sept. 9 -- Spinning Blimps Experiment (Released) HW: Canadian scientists for each of these Canadian scientists (Frederick Banting, Alexander Graham Bell, David Suzuki, and a person of their choice from this list), list the following information using full sentences: a) Birthdate (and death date if no longer) b) degree held (to write the name of the degree — click here to name the name that each acronym matches). c) Explanation of discovery/invention/work for which they are famous (in your own words). Sept. 10 -- Spinning Blimps Evaluation HW: Sept. 9 to 11 -- Assembly Sep. 14 -- Understanding and finishing the science homework assigned to creating graphs in HW: Terrestrial biomes do little Internet research and provide a 2 or 3 sentence description (in your own words) for each of the following biomes: a) desert, b) perital forest, c) coniferous forest d) tundra, e) tropical rainforest, f) grasslands biology (ecology) September 15 -- Ecosystems and Biomes Sep. 16 -- Terrestrial Biomes HW: Aquatic biomes provide a 2 or 3 sentence description (in your own words) for each of the following biomes (you can read about biomes on this site: a pond b) streams and rivers c) wetlands d) Ocean e) Coral Reefs f) Estuary Sep 17 -- Aquatic Biomes HW : Complete the following chart using links in grassland and rainforest charts: Biome temperature (highs, lows) rainfall (yoga, Pattern) Plant Life (3-5 Animals (3-5 examples) biomes (places, other names, Record, ...) Write 3 interesting facts about grasslands rainforest September 18 -- The World's Terrestrial Biome Map Sept. 21 -- Fall Equinox Sept. 22 -- Food Chain and Webs HW: Trout/Salmon Effect on Food Web The following diagram is a food web for a small river in the Pacific Northwest Usa: To use the food web above To answer this question on the loose in full sentence form: What will happen to other species in this food web if trout and all salmon explain what will happen to these fish as well as the species consumed by these fishes (think - population size!). Sept. 23 -- Trophic level HW: Trophic level. Use the following food web to answer the questions below: 1. Write as many different food chains (single way) as you can find in this food web. 2. Create a chart to list producers, primary consumers, secondary consumers, tertiary consumers, chaturless consumers, etc. (as we did in today's notes). 3. Highlight all of the food chain in its north for #1 which has both terrestrial and aquatic species. Sept. 24 -- Energy in the food chain HW: Study notes on looseleaf in order to make notes to study for tomorrow's quiz. Use your class notes and links on this website to create your study notes. Be handed over with your quiz. Your study notes should be divided into 4 sections on a sheet of looseleaf (each section should be half of one side of your sheet): - Keyword Definitions - Key Concepts - Diagrams/Diagrams 25 -- Eco Quiz -- Open Book Sep 28 -- Human and Wolf Populations Interaction of HW: The Value of Wolves Using Handout from Today's Classroom, chose 1 of 3 perspectives on what should have been done about wolves in Yellowstone National Park. Use information from today's video, handout and your own internet research to write a 1-page report that supports the approach you choose. (For a list of useful websites for this assignment, click here: September 29 -- Carrying Ability and Limiting Factors HW: St. Matthew Island Reindeer For this article Read: (For location map of St. Matthew's Island, click here: a) Write a summary of the story mentioned in this article using a maximum of 5 sentences. b) Explain which limiting factors st. Matthew's reindeer population is going over the ability to move first, and then led to those that lead to the regeneration of the population. Sept. 30 -- Homework Catch-up de HW: Catch on any overdue homework Oct. 1 -- Photosynthesis, cellular respiration, and carbon cycle HW: Carbon cycle first, watch these 2 videos about photoysynthesis: and Secondly, read this website about photosynthesis: answer the following questions about photosynthesis in full sentence form on looseleaf: 1. Describe photosynthesis in your own words. 2. How does photosynthesis benefit a plant? 3. Describe 2 ways to benefit animals (including humans) from photosynthesis plants. 4. Explain where, in the plant, photosynthesis occurs. 5. Write chemical equations for photosynthesis: _ amp;gt;_
the definition of cellular respiration_____ 7. Write chemical equations for cellular respiratory reaction using words >:

October 2 -- Introduction Ecological Poster Project HW: Introduction The Ecology Poster Project read the handout provided to you on its assigned topic (either use fertilizer, pesticide use, burning of fossil fuels, or deforestation). Answer questions from your sheet in full sentences on looseleaf. Oct. 5 -- Rabbit and Lynx Population Interaction HW: Finish Rabbit and Lynx Population Graph and Questions Oct. 6 -- Biodiversity Wrap-Up HW: Your 1st Ecological Test Signed and Tree Planting Homework: Read this website (and answer the following questions using full sentences: 1. Who hires treeplantors, and why? 2. How does a tree planter carry plants with him every day? 3. How many plantings can a tree planter take at once? 4. How much is paid to a tree planter? 5. List of 3 different challenges involved in planting trees. 6. List 3 different reasons why you might like planting trees. Read this website (and answer #7 question in full sentence: 7. List 7 Feature that this site says is important to you if you're a tree planter (what do you do it takes?). Oct. 7 -- Research Period for Eco Poster Project HW: Make study notes on looseleaf in order to study for tomorrow's quiz. Use your class notes and links on this website to create your study notes. Be handed over with your quiz. Your study notes should be divided into 4 sections on Lolf's sheet (each section should be half of one side of your sheet): - Keyword Definitions - Key Concepts - Diagrams/Sections 8 -- Previous ecological tests (note that makeup for this test for any student That test missed or needed more time has been changed next Wednesday, Oct. 14 at lunch at RM 304) HW: Poster Section 1: Poster Section 1 Create a rough draft of the text that you will have on your eco-poster for Section 1; Define and use. Oct. 13 -- Ecological October -- Ecology Wrap-up HW: Rough Draft of Poster Project Section 2 (Threat to Ecosystems) Chemistry HW: Rough Draft of Poster Project Section 3 (Promoting Sustainability) October 15 -- Periodic Table of Elements (Released) HW: Complete Poster Project October 16 -- Individual Work Period for Poster Project HW: Complete Poster Project Oct. 19 -- Individual work period for poster project HW: Complete poster project Oct. 20 -- Poster project due + Physical and Chemical Properties of Oct. 21 -- Physical and Chemical Properties (Released) Oct. 22 -- Atom, Molecule, Element, Compound and Mixture Oct. 23 -- Lab: Identify substances using physical and chemical properties Do you miss the lab? Do makeup lab at home: October 26 -- Complete Lab Writeup Oct 27 -- Chemical Formula HW: Chemical Formulas Complete the following chart (the first example is done for you). We started this activity in the classroom; Finish it for homework. Name of substance chemical formula List of different elements How many atoms of each element are done for? Compound sodium bicarbonate (baking soda) NaHCO3 sodium (NA), total number of elements contained in the total number of atoms contained in hydrogen (H), carbon (C), oxygen (O) 1 atom of sodium, 1 atom of hydrogen, 1 atom of carbon, 3 atoms of oxygen 4 6 calcium carbonate (chalk) CaCO3 sodium nitrate (fertilizer) NaNO3 calcium phosphate (fertilizer) Ca3 (PO4) 2 sodium chloride (salt) NACL acetilsalicyc Acid (ASA or Aspirin) C9H8O4 Acetic Acid (Vinegar) C2H4O2 Oct 28 -- Models/Diagrams of Molecules and Structural Formulas HW: Do the homework of last night if you haven't already done so. Oct. 29 -- Chemical formula wrap-up HW: Understanding the chemical formula finishes this handout that we started in orbit today. Oct. 30 -- Homework Catchup Day November 2 -- Physical and Chemical November 3 -- Atomic Theory and Model HW: Take an online quiz found on physical and chemical boys and create a table on looseleaf with 2 columns; Physical changes and chemical changes. For each example in the quiz, type the example under the correct column. Nov. 4 -- Our children take to work day 5 November -- Bore-Rutherford Diagram HW: Bore-Rutherford diagram Complete the periodic table on today's handout by drawing the Bore-Rutherford diagram for each of the first 20 elements in the periodic table. Missed class? Click the link in the title for today's lessons to learn to draw the Bore-Rutherford diagram. Then print page 2 of this document: 20diagrams.doc handout I gave to class today. Nov. 6 -- Bore-Rutherford Diagram (cont.) Nov. 9 -- Metal, non-metal and Metalloids If you missed today's class, you'll need these 2 periodic tables in order to complete homework: A periodic table displays each element as either a metal, nonmetal or metaloid: display a periodic table each. State at room temperature: HW: Metal, non-metals, Metalloids, and case position Create a chart/table that will allow you to list for each of the following symbols (i) the name of the element, (ii) its position at room temperature and (iii) its metal position (metal, non-metal, or metal: AL, O, SE, HG, H, FE, NE, BR, Asamer, CU, O, B, CA November 10 -- Periods, groups and special family elements HW: Element families today complete the handout given during class. Remembrance Day (Nov. 11): Click here for a clip about Arthur Wilkinson, a Glebe alumnus who fought in the war. (Works in Internet Explorer) November 11 -- Review: Chemistry HW: Study notes on looseleaf make notes to study for tomorrow's exam. Use your class notes and links on this website to create your study notes (here's a list of keywords to help study). To be handed over with your test. Your study notes should be divided into 4 sections on Lolf's sheet (each section should be half of one side of your sheet): - Keyword Definitions - Key Concepts - Diagrams/Sections 12 -- Chemistry Test Nov. 16 -- Chemistry Test (Released) HW: Superstrength of Graphene Answer these questions in full sentences on Looseleaf: (Answer 3 sets of questions under science title only... No questions for social sciences or language arts). Nov. 17 -- Chemistry issues HW: Chemistry issues using your handout from the classroom, finishing answering questions about the topic for which you are an expert. If you have missed the class, do the work mentioned in this link. Nov. 18 -- Chemistry Issue (cont.) November 19 -- H1N1: Swine Flu HW: H1N1 Swine Flu 1. What are the symptoms of swine flu? 2. How does swine flu spread from one person to another? 3. How do vaccines work? 4. What are some of the difficulties arising out of vaccines? 5. Why is there more of the risk of a flu pandemic spreading globally now than there was hundreds of years ago? Here are some websites that can help you answer some of the above questions: (Symptoms and Dissemination of H1N1) (Vaccination) Nov. 20 --Density HW: Density to use this interactive website (to complete the following table (an example has been made for you): Object Mass (G) Quantity (ML) Count Density (G/ML) Blue Triangle 99 44 99/44 2.25 Nov 23 -- Lab: What is the density of water? HW: The water density process is a step by step (number each step) process that explains to a Grade 8 student who hasn't learned about density how to calculate water density. Content will be given to you: a digital balance/balance. water. Nov. 24 -- Lab released HW: Get back to the bounce website assigned for homework on November 20. Add a last column to the chart with the name sync or floats. And for each object that you found the density of the first, record whether it sinks into the pale of water. Answer the following question: What is the relationship between the density of an object and whether it floats or not? Nov. 25 -- Bounce HW: Study Notes You will be allowed page 1 of only (double-sided) study notes for tomorrow's quiz on bounce and density. Nov. 26 -- Quiz and Space Unit Introduces Space Nov. 27 -- Video: Astronomy's Biggest Discoveries HW: Catch Up on Any Overdue Homework Nov. 30 -- Astronomical Objects; Universe, Galaxy, Constellation, Star, Solar System, Planet, Moon HW: Celestial Objects Dec. 1 - Canada's Contributions to Space Exploration HW: Space Station Diary Imagine that you are one of the astronauts on a mission to the International Space Station (. Write a diary entry for your first day aboard the space station. Your diary entry should include information about how you sleep, eat, exercise, and what type of work/experiment you're working on. Dec. 2 -- Planets December 3 -- Earth Motion of HW: Using the planets square or notes in this chart to answer the following questions using full sentence: 1. Name the planets in order of the smallest to largest. 2. Name the planets in order of the closest to the farthest from the sun. 3. What is common in the nearest 4 planets to the sun? 4. What is the similarity between the 4 planets farthest from the sun? 5. Name the planets in order of the longest orbit/revolution time (around the sun) from the lowest. 6. Name the planets in order of the shortest to longest rotation time (around its axis). Dec. 4 -- Cultural beliefs about astronomical events Dec. 7 -- Sun on Earth and Life HW: Life on Earth Read this website: There are many features of Earth that make it so well suited for the formation and existence of life. Complete the table below for each attribute (for all answers you may need more rows than in your table). Main keyword explanations (full sentence; your own words) Dec. 8 - Astronomical Phenomena: Aurora Borealis, Eclipses, Comets, Meteors, Asteroids [Belts] HW: Light Pollution Read this article: Answers (in full sentence) All of the questions in the Science section found here: 9 Dec-- Homework Catchup Dec. 10 -- Review Astronomy HW: Study notes you have the right to back page 1 behind study notes during tomorrow's test. Some keywords that can help you organize your study: - Galaxy, Universe, Star, Planet, Constellation, Solar System, Moon - Largest Astronomical Search - Canadian Contribution to Space Research and - Sun, Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune (size, distance, Structure [Rock VS Gas], Rotation, Revolution, etc.) - Life on Earth -- Aurora Borealis, Eclipse (Solar and Lunar), Comet, Meteor, Meteorite, Meteorite, Asteroid - Light Pollution Dec. 11 -- Test: Astronomy/Space Power Dec. 14 -- Stable Power: Video Introduction December 15 -- Stable Power HW: Go to Charging Launcher Gizmo Go and register yourself using this class code: GAPFC Once registered and signed, use charge launcher Gizmo (found on our class page on explorelearning.com) to check and answer questions on this handout (given in class today). Also print 2 screenshots of the 2 challenges you try, as described in class today. Dec. 16 -- Friction, contact and induction charged by Dec. 17 -- Current Power: Circuit Building HW: Circuit Builder If you haven't already, register on www.explorelearning.com (see Dec. 15 homework). Use this gizmo: to complete the P4 (Activity C) of today's handout. December 18 -- Happy Holidays! Jan. 04 -- Series and Parallel Circuits Jan. 05 -- Domestic Energy Use HW: Domestic Energy Use If You Haven't Already, register on www.explorelearning.com (see Dec. 15 homework). In our class tab on the site, choose gizmo called household energy use and complete the handout activity A distributed in the classroom. Jan. 06 -- Circuit Diagrams January 07 -- Direct Current (DC) Power January 08 -- Turn Current (AC) Power January 11 -- Renewable vs. Nonrenewable Energy Sources To Complete The Table From Today's Handout Information from the following website Using: Jan. 12 -- Review: Lightning HW: Study Notes You Are Right to Back Page 1 Some of the keywords behind the study notes during tomorrow's test that can help you organize your study, Can be found here. Jan. 13 -- Quiz: Power Unit Jan. 14 -- Exam Review for HW: Study Notes You have the right to return page 1 to the back of study notes during the exam. January 15 -- Exam Review for HW: Study Notes You have the right to return page 1 to the back of study notes during the exam. January 18 -- Final Exam in Class: Written Part 1 Jan 19 -- Final Exam in Class: Lab/Hands -- on January 20 -- Final Exam in Class: Written Part 2 January 21 -- Last Day of Class for Semester! semester!

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