

Assessment: Informal

Aim: Make use of the internet to find what each scientist is doing.

Website: www.naturalsciencesgrade9.weebly.com

Scientist at work

When you hear the word scientist, what sort of a person do you imagine? Is it someone in a **laboratory** surrounded by test tubes and liquids bubbling in beakers, or working out complicated mathematical problems, or looking down a microscope to study bacteria?

Some scientists do these things. Other scientists dig up **fossils**. Scientists can also discover new **species** of plants and animals. Scientists can **discover** new galaxies, or new cure for a disease. There are many different kinds of scientists – but all have one thing in common. Scientist asks **questions** and **enquires** what they **observe** in the world around them. They want to know how things **work** and why things **happen**.

Activity

Image 1



Image 2



Image 3



Image 4

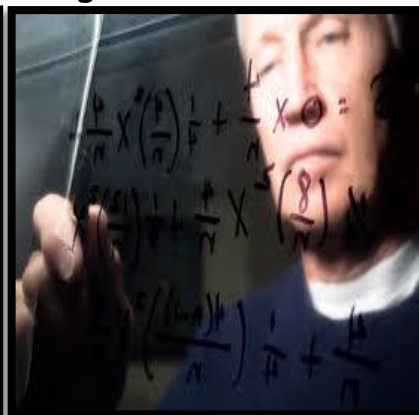
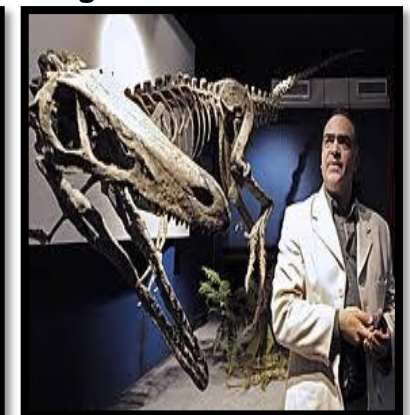


Image 5



Analyse the above images

1. Investigate what each type of scientist is called; what they do; key facts and information; education; on the job; project ideas.

SPECIFIC AIMS

Specific Aim 1: 'Doing Science'

Learners should be able to complete **investigations**, **analyse problems** and **use practical processes and skills in evaluating solutions**.

- **Investigation**: Try to find information – access the internet to find information with the above images.
- **Analyse**: To examine something carefully in order to understand it. } What each type of scientist is called?
- **Problems**: Question for which you must try to find the answer.
- **Use practical processes**: Relating in doing things – **use their cell phones, lap top, tablet to access information**.
- **Skills**: An ability to do something well, especially after you practiced it – **ability to access information from the internet which will eventually be a life time skill**.
- **Evaluating solutions**: Judge how successful something is – **this is evident when they have accessed the website; information is written in their work books**.

Specific Aim 2: 'Knowing the subject content and making connections'

Learners should have a grasp of **scientific**, **technological** and **environmental** knowledge and be able to apply it in new context.

- **Scientific knowledge** (**investigations**, **analyse problems** and **use practical processes and skills in evaluating solutions**)
- **Technological knowledge** (make use of modern machines; equipment; gadget; etc.)
- **Environmental knowledge** (natural world of water, air, land, plants and animals; **the people or things around you that can affect your life**) Refer to images – different categories (Earth an environment science; Physical science; Life science etc.)
- **Application in new context** (can address knowledge strand)

Specific Aim 3: 'Understanding the uses of Science'

Learners should understand the uses of Natural Sciences and Indigenous knowledge in society and the environment

Learners acquired limited information of what scientist can do. Information from the internet contains vast knowledge that the learners can learn from.

- What they do?
- Key facts and information.
- Education
- On the job
- Project ideas

PRACTICAL PROCESSES SKILLS

1. Accessing and recalling information
2. Observing
3. Comparing
4. Identifying problems and issues
5. Planning investigation
6. Doing investigation
7. Recording information
8. Communicating