



FOREST HILL CI

SBI3U GRADE 11 UNIVERSITY BIOLOGY COURSE OUTLINE

PREREQUISITE: GRADE 10 SCIENCE (SNC2D)

Resources

Textbook: The grade 11 Biology textbook is "Biology 11" by Nelson. The replacement cost of the textbook is \$80.

Tools for Success/Learning Skills

Responsibility	<ul style="list-style-type: none"> Understand and follow this course outline and the policies outlined in the Student Agenda. Arrive on time Come prepared to work with all necessary tools
Organization	<ul style="list-style-type: none"> Keep an organized notebook Keep an organized calendar of important dates
Independent Work	<ul style="list-style-type: none"> Stay on task Avoid disrupting the learning of others. Do homework regularly and complete all assigned work Review/study the work often
Collaboration	<ul style="list-style-type: none"> Be a responsible group member. Help your peers succeed by sharing ideas, tutoring and studying together Prepare for labs as a team with a focus on each other's safety
Initiative	<ul style="list-style-type: none"> Be active participants in the classroom Ask questions when unsure of the material & seek extra help when needed. Ensure that you get any missed handouts and catch up on missed work
Self-Regulation	<ul style="list-style-type: none"> Set goals and make good choices regarding academic success. Respect yourself, classmates and teachers.

Academic Honesty: Cheating and Plagiarism

Students are expected to submit only their own original work on evaluations done in class or out of class. Plagiarism is the passing off the ideas or writings of another as one's own. Cases of academic dishonesty (cheating and/or plagiarism) will be dealt with on a case-by-case basis, but each case will involve investigation, communication with the student and his/her parent/guardian, and a mark of zero for plagiarized work. Whether the student has an opportunity to demonstrate his/her learning in another assignment will be at the discretion of the teacher and/or Principal.

Assessment and Evaluation

The primary purpose of assessment and evaluation is to improve student learning. Assessment can take on one of three forms (described below). In accordance with *Growing Success*, a student's most recent and consistent work will be taken into account.

Diagnostic	Assessment FOR learning determines how learning should proceed at the beginning of a unit.
Formative	Assessment AS learning provides feedback for a student to determine where improvement is needed. An example of this is homework.
Summative	Assessment OF learning evaluates what a student has learned at the conclusion of a unit/course. Examples include tests, quizzes, assignments and labs.

Evaluation of student achievement will be defined by four broad **Achievement Categories** (described below). The category weighting for semester work is shown.

Semester Work		70%
Knowledge & Understanding	Specific content acquired in the course and the comprehension of its meaning and significance.	25%
Thinking & Investigation	The use of critical and creative thinking skills and inquiry, research, and problem-solving skills.	25%
Communication	The conveying of meaning through various forms.	25%
Application	The use of knowledge and skills to make connections within and between various contexts.	25%
Final Exam		30%

Academic Integrity: Missed Classes, Evaluations and Assignments

It is the **responsibility of the student** to notify **all** appropriate parties (teachers, office, coach, etc) **in advance** where appropriate and in compliance with school policies and procedures as per student agenda if the student will be absent. This allows for both the student and teacher to make alternative arrangements regarding missed assignments or evaluations. In the event that advance notice is not possible, students should seek out the teacher in the morning (before school) with the appropriate documentation (e.g. Doctor's note, photocopied note from the office) in order to ensure that they have the opportunity to make-up the missed evaluation/assignment and course work.

Overall Course Expectations

A. SCIENTIFIC INVESTIGATION SKILLS AND CAREER EXPLORATION

Throughout this course, students will:

- demonstrate scientific investigation skills (related to both inquiry and research) in the four areas of skills (initiating and planning, performing and recording, analyzing and interpreting, and communicating);
- identify and describe a variety of careers related to the fields of science under study, and identify scientists, including Canadians, who have made contributions to those fields.

B. Diversity of Living Things

- analyze the effects of various human activities on the diversity of living things
- investigate, through laboratory and/or field activities or through simulations, the principles of scientific classification, using appropriate sampling and classification techniques
- demonstrate an understanding of the diversity of living organisms in terms of the principles of taxonomy and phylogeny

C. Evolution

- analyze the economic and environmental advantages and disadvantages of an artificial selection technology and evaluate the impact of environmental changes on natural selection and endangered species
- investigate evolutionary processes, and analyze scientific evidence that supports the theory of evolution
- demonstrate an understanding of the theory of evolution, the evidence that supports it and some of the mechanisms by which it occurs

D. Genetic Processes

- evaluate the importance of some recent contributions to our knowledge of genetic processes, and analyze social and ethical implications of genetic and genomic research
- investigate genetic processes, including those that occur during meiosis, and analyze data to solve basic genetics problems involving monohybrid and dihybrid crosses
- demonstrate an understanding of concepts, processes and technologies related to the transmission of hereditary characteristics

E. Animals: Structure and Function

- analyze the relationships between changing societal needs, technological advances, and our understanding of internal systems of humans
- investigate through laboratory inquiry or computer simulation, the functional responses of the respiratory and circulatory systems of animals, and the relationships between their respiratory, circulatory, and digestive systems

- demonstrate an understanding of animal anatomy and physiology, and describe disorders of the respiratory, circulatory and digestive systems

F. Plants: Anatomy, Growth and Function

- Evaluate the importance of sustainable use of plants to Canadian society and other cultures
- Investigate the structures and functions of plant tissues, and factors affecting plant growth
- Demonstrate an understanding of the diversity of vascular plants, including their structures, internal transport systems, and their role in maintaining biodiversity