

SBI 3UI
Grade 11 University Biology

Prerequisite(s): *Grade 10 Academic Science (SNC 2D)*

Textbook: *Nelson Biology 11*

This course furthers students' understanding of the processes involved in biological systems. Students will study cellular functions, genetic continuity, internal systems and regulation, the diversity of living things, and the anatomy, growth, and functions of plants. The course focuses on the theoretical aspects of the topics under study, and helps students refine skills related to scientific investigation.

Evaluation:

Term Work - 70% of Grade	Weight
Knowledge & Understanding.....	20
Thinking & Inquiry	17.5
Communication	12.5
Application/Making Connections	20

Final Evaluation - 30% of Grade

Rich Task Assessment.....	20
Examination	80

Classroom Requirements:

1. Be prepared to learn new material **every day**.
2. Be on time.
3. Lab equipment and other school property are to be treated with respect or you will be denied access.
4. No eating or drinking will be allowed in the science classroom with the exception of water in a sealable bottle.
5. Arrange with the teacher to make up missed assignments on your own.
6. If you are falling behind, help is available from the teacher. It is **your** responsibility to initiate it.
7. **Do not interfere with others ability to learn and they will not be allowed to interfere with yours!**

Final Evaluation:

The first component of the final evaluation is a rich performance task that will encompass applied knowledge from each of the four units. It will be assigned in the final four weeks of class and will be due no later than one week before the end of the semester. The second component of the final evaluation is a formal examination.

Units of Study (Strands)

Unit	Approximate number of classes
Genetic Processes	25 classes
Evolution	20 classes
Diversity of Living Things	8 classes
Animals: Structure and Function	20 classes
Plants: Anatomy, Growth, and Functions	15 classes
Final review	3 classes

Provincial Guide for Grading

The following conversion chart shows how the four levels of achievement are aligned to percentage marks:

Achievement Level	Percentage Mark Range	Achievement Level	Percentage Mark Range
4+	95-100	2+	67-69
4	87-94	2	63-66
4-	80-86	2-	60-62
3+	77-79	1+	57-59
3	73-76	1	53-56
3-	70-72	1-	50-52

Learning Skills:

The following 5 learning skills will be assessed and assigned a letter grade: Independent work, Teamwork, Organization, Work Habits, Homework, and Initiative. The possible grades assigned are: E (excellent), G (good), S (satisfactory), and N (needs improvement).

Assessment and Evaluation:

- Assessment: the process of gathering information from a variety of sources (including assignments, demonstrations, projects, performances, and tests) that accurately reflects how well students are achieving the curriculum expectations
- Evaluation: the process of judging the quality of a student's work on the basis of established achievement criteria, and assigning a value to represent that quality
- Student assessments may include exams, tests, quizzes, communicative writing, oral responses, worksheets and/or reports

Late and Missed Assignments

Late and missed assignments for evaluation in Grades 9-12 may be reflected in the student's grade calculation and will also be noted on the report card as part of the evaluation of a student's development of the learning skills and work habits.

For major assignments, teachers may, after considering various factors and using their professional judgment, impose mark deductions of no greater than 5%/school day up to five (5) school days. After five days and following attempts to support the student, the teacher, using professional judgment, may deduct up to and including the full value of the assignment, i.e., zero (0).

In each course/subject/program, prior to each major assignment, teachers will communicate to students the expectations and timelines for that major assignment.

More specific details of this policy are posted in the classroom.

Cheating and Plagiarism

Cheating is defined as "acting dishonestly or unfairly in order to gain an advantage; gaining an advantage over or depriving of something by using unfair or deceitful methods; defrauding." (<http://oxforddictionaries.com>).

Plagiarism is defined as the use or close imitation of the language and thoughts of another without attribution, in order to represent them as one's own original work. ("Growing Success", p. 151)

Consequences

Consequences will reflect a continuum of responses, and may escalate based on the following factors: the grade level of the student and course type; the maturity of the student; the number or frequency of incidents; the individual circumstances of the student.

Teachers will consider the factors above as part of their professional judgment. In consultation with the school administration, teachers will determine the appropriate consequences. The final decision resides with the school principal.

Specific actions will be taken as follows, depending upon the severity of the incident:

- the teacher will discuss the individual situation with the student;
- the principal will be informed as appropriate;
- the teacher and principal will discuss the individual situation with the student and parent(s)/guardian(s) as appropriate.

Consequences may include the following:

- redoing part or all of the assignment;
- completing an alternate assignment;
- mark deduction;
- suspension.

The Credit System:

A credit is granted in recognition of the successful completion of a course that has been scheduled for a minimum of 110 hours. Credits are granted by the principal on behalf of the Minister of Education and Training for courses that have been developed or approved by the Ministry. For the purpose of granting a credit, "scheduled time" is defined as the time during which students participate in the planned learning activities designed to lead to the achievement of the curriculum expectations of a course. Planned learning activities include interaction between the teacher and the student and assigned individual or group work related to the achievement of the learning expectations in the course.

Attendance:

Regular attendance at school is critical for the student's learning and achievement of course expectations. Where, in the principal's judgment, a student's frequent absences from school are jeopardizing his or her successful completion of a course, school staff will meet with the student and the parents to explain the potential consequences for the absences, including failure to gain credits, and discuss the steps that could be taken to improve attendance.

- If you are going to be away from class, tell the teacher **prior** to your absence so that arrangements can be made so that you do not fall behind
- If you miss a test/quiz/assignment, expect that it is due immediately upon your return

Contact Information:

Please contact Mr. Roehrig at Grey Highlands Secondary School during school hours at (519) 924 2721 ext. 678 or at Sean.Roehrig@bwdsb.on.ca to discuss any aspects of this course. There also is a course email that students may send questions that they have roehrigscience@gmail.com as well as a website www.roehrigscience.weebly.com.

Please complete the student/parent information sheet and return it to me to make communication easier!

The Ministry of Education website (<http://www.edu.gov.on.ca>) provides a wealth of information about the components of this course outline.

Information regarding the SBI 3U curriculum:

<http://www.edu.gov.on.ca/eng/curriculum/secondary/science.html>

Information regarding assessment of the course:

<http://www.edu.gov.on.ca/eng/document/curricul/secondary/progplan/progplan.html#assessment>

Information regarding learning skills:

<http://www.edu.gov.on.ca/eng/document/forms/report/sec/srepgde.pdf>