

# Course Outline

## SBI3U1 - Biology, Grade 11, University Preparation



All courses within HDSB are taught in learning environments that promote inclusive education, and identify and eliminate discriminatory biases, systemic barriers, and power dynamics that limit the ability of students to participate, learn, grow, and succeed. All students see themselves reflected in the curriculum, their physical surroundings, and the broader environment, so that they are engaged in and empowered by their learning experiences.

*The expectations in Grade 11 Biology, University Preparation are organized in six strands, the first focusing on scientific investigation skills and the remaining five representing major topics in the study of biology. The six strands are as follows:*

<b>Scientific Investigation Skills and Career Exploration</b> <ul style="list-style-type: none"><li>❑ Demonstrate scientific investigation skills in four areas: initiating and planning, performing and recording, analysing and interpreting and communicating.</li><li>❑ 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.</li></ul>	<b>Evolution</b> <ul style="list-style-type: none"><li>❑ Evolution is the process of biological change over time based on the relationships between species and their environments.</li><li>❑ The theory of evolution is a scientific explanation based on a large accumulation of evidence.</li><li>❑ Technology that enables humans to manipulate the development of species has economic and environmental implications.</li></ul>
<b>Genetic Processes</b> <ul style="list-style-type: none"><li>❑ Genetic and genomic research can have social and environmental implications.</li><li>❑ Variability and diversity of living organisms result from the distribution of genetic materials during the process of meiosis.</li></ul>	<b>Animals: Structure and Function</b> <ul style="list-style-type: none"><li>❑ Groups of organs with specific structures and functions work together as systems, which interact with other systems in the body.</li><li>❑ The development and uses of technology to maintain human health are based, in part, on the changing needs of society.</li></ul>
<b>Diversity of Living Things</b> <ul style="list-style-type: none"><li>❑ All living things can be classified according to their anatomical and physiological characteristics.</li><li>❑ Human activities affect the diversity of living things in ecosystems.</li></ul>	<b>Plants: Anatomy, Growth and Function</b> <ul style="list-style-type: none"><li>❑ Plants have specialized structures with distinct functions that enable them to respond and adapt to their environment.</li><li>❑ Plant variety is critical to the survival and sustainability of ecosystems.</li></ul>

### Learning Skills & Work Habits

- ❑ Responsibility
- ❑ Organization
- ❑ Self-Regulation
- ❑ Independent Work
- ❑ Collaboration
- ❑ Initiative

Learning skills and work habits are an important part of your growth. Learning Skills and Work Habits will be taught, assessed, evaluated, and shared on your report card. This gives you and your parents/guardians valuable information about your learning.

<b>How your grades will be determined</b>	
<p>Your work throughout the semester accounts for <b>70%</b> of your final grade:</p> <ul style="list-style-type: none"> <li>• Your teacher will collect and track evidence of your learning through observations of your work; conversations with you; and by evaluating the work you produce.</li> <li>• Your teacher will provide feedback to help you with further study and improvement</li> <li>• Your 70% work will be returned for your review and reflection.</li> </ul>	<p>15% <b>Knowledge &amp; Understanding</b>: subject-specific content acquired (knowledge), and the comprehension of its meaning and significance (understanding).</p> <p>20% <b>Application</b>: the use of knowledge and skills to make connections within and between various contexts.</p> <p>20% <b>Thinking</b>: the use of critical and creative thinking skills and/or processes.</p> <p>15% <b>Communication</b>: the conveying of meaning through various forms (oral, visual, and/or written).</p> <p><i>(The Science Teacher Subject Council has determined the weightings of the above categories for this course)</i></p>
<p>The Final Evaluations account for <b>30%</b> of your final grade<sup>3</sup>:</p> <ul style="list-style-type: none"> <li>• Final Evaluations will challenge you to demonstrate your knowledge and skills related to the overall expectations for the course</li> </ul>	<p><b>15% In Class Final Evaluation:</b></p> <p>This portion of your Final Evaluation will take place in class at or near the end of your course during protected time. It will not require significant preparation outside of class time.<sup>2</sup></p> <hr/> <p><b>15% Evaluation Block Final Evaluation:</b></p> <p>This portion will take place during the Evaluation Block of time after classes end and will be a maximum duration of 1.5 hours.</p>
<p>Your <b>final grade</b> will be calculated by combining your Term (70%) grade and your Final Evaluations (30%).</p>	

For more information about what you need to know about...

- 1) [Meeting Timelines and Academic Honesty](https://goo.gl/KTAh40) <sup>1</sup>- goo.gl/KTAh40
- 2) [Final 30% Evaluations](https://goo.gl/W82PYL) <sup>2</sup> - goo.gl/W82PYL
- 3) [Determining Report Card Grade](https://goo.gl/FuzbMW) <sup>3</sup> - goo.gl/FuzbMW

Your teacher can provide you with a paper copy of this information if required.