

Vincent Massey Secondary School 1800 Liberty Street, Windsor, N9E 1J2

School Year: 2018-19

School Teal . 2010-17								
Teacher	Ms. H. Loree			Department Head		Mrs. P. Mohan		
Course	SBI4U – B	Biology, Grade 12, University Preparation						
Course Type		Biology	Credit Value		1.0			
Prerequisite		Biology, Grade 11, University Preparation						
Course Description		This course provides students with the opportunity for in-depth study of the concepts and processes that occur in biological systems. Students will study theory and conductinvestigations in the areas of biochemistry, metabolic processes, molecular genetics, homeostasis, and population dynamics. Emphasis will be placed on the achievement of detailed knowledge and the refinement of skills needed for further study in various branches of the life sciences and related fields.						
Addendum to Course Description		Refer to the Important Course Information and Resources handout for details regarding academic standards in this course.						
Course Re	esources	D2L, www.loreescience.ca, EdPuzzle, Nelson Biology 12, Edsby, Turnitin, Quizlet, thatquiz, Various online forums - to be determined based on student needs						

Assessment and Evaluation

Assessment and evaluation will be based on the provincial curriculum expectations and the achievement levels outlined in The Ontario Curriculum policy documents. Students will be given numerous and varied opportunities to demonstrate their learning.

For 2018-19, the teacher of this course will organize evidence of student learning based on:

oral presentation

• visual presentation

Curriculum Expectations (learning goals based on overall expectations and groups/clusters of specific expectations)

Determination of a Grade

manual/brochure

• musical composition

• performance appraisal

Teachers will take various considerations into account before making a decision about the grade to enter on the report card. Determining a report card grade will involve teacher's professional judgement and interpretation of the evidence and will reflect the student's most consistent level of achievement with special consideration given to the more recent evidence. Marks are not merely a calculation of averages, but an evaluation of the consistent achievement of the student. Some evidence of learning may be given greater emphasis than others.

70% of the grade will be based on term work during the course, 30% will be based on a final summative evaluation (FSE) completed during the last 4-6 weeks for semestered schools and in the last 6-8 weeks for non-semestered schools. No exemptions are permitted on any component of the FSE

DESCRIPTION O	= 100% of FSE and 30% of final report							
Final exam - covers entire cours	card mark							
The FSE is completed in the last 4-6 weeks for semestered schools and in the last 6-8 weeks for non-semestered schools. No exemptions are permitted on any component of the FSE. 100% of final report card mark								
THE FOLLOWING ASSESSMENT STRATEGIES WILL BE USED THROUGHOUT THE COURSE								
Performance Products	Performance Demonstrations	Personal Communication		Paper/Pencil				
• story	• debate	 classroom discussion 	•	quiz				
• play	role play	• interview	•	test				
 review/critique 	dialogue	 reflective or response 	• reflective or response •					
• game • retelling		journal		essay				
 research paper/project 	 lab/experiment 	 oral test/exam/report 						
booklet/pamphlet/poster	simulation	questionnaire/survey						

self-assessment

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STUDENT RESPONS	IBILITIES	LEARNING SKILLS AND WORK HABITS
Students are responsible for: complying with the GECDSB Digital Reproviding evidence of their achievement demonstrating academic honesty completing work to the best of their ability submitting work to teachers on time attending classes and being active particulassessment process communicating with teachers when there timelines ensuring that missed work is completed timelines communicating to parents assessment and pertinent due dates and timelines for work secondlying with school code of conduct gexpectations as outlined by the teacher	ity ipants in the learning and e is difficulty in meeting within pre-established ad evaluation methods and ubmission	The development of learning skills and work habits is an integral part of a student's learning. The following learning skills and work habits will be assessed and evaluated: • Responsibility • Organization • Independent work • Collaboration • Initiative • Self-regulation
FOR MORE INFORMATION G	O TO www.publicboard.ca	AND FOLLOW THE PARENT LINK
Dear Parents/Guardians: Please read, sign and return this Course of the first state of th	the school.	nade during the semester.