



<b>Teacher</b>	Ms. H. Loree		<b>Department Head</b>	Mrs. P. Mohan
<b>Course</b>	SBI4U – Biology, Grade 12, University Preparation			
<b>Course Type</b>	Biology	<b>Credit Value</b>	1.0	
<b>Prerequisite</b>	Biology, Grade 11, University Preparation			
<b>Course Description</b>	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 conduct investigations 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.			
<b>Addendum to Course Description</b>	Refer to the Important Course Information and Resources handout for details regarding academic standards in this course.			
<b>Course Resources</b>	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:**

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

**Determination of a Grade**

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**

<b>DESCRIPTION OF THE FINAL SUMMATIVE EVALUATION (FSE)</b>			= 100% of FSE and 30% of final report card mark
Final exam - covers entire course			
<b>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.</b>			100% of final report card mark
<b>THE FOLLOWING ASSESSMENT STRATEGIES WILL BE USED THROUGHOUT THE COURSE</b>			
<b>Performance Products</b>	<b>Performance Demonstrations</b>	<b>Personal Communication</b>	<b>Paper/Pencil</b>
<ul style="list-style-type: none"> <li>• story</li> <li>• play</li> <li>• review/critique</li> <li>• game</li> <li>• research paper/project</li> <li>• booklet/pamphlet/poster</li> <li>• manual/brochure</li> <li>• musical composition</li> <li>• performance appraisal</li> </ul>	<ul style="list-style-type: none"> <li>• debate</li> <li>• role play</li> <li>• dialogue</li> <li>• retelling</li> <li>• lab/experiment</li> <li>• simulation</li> <li>• oral presentation</li> <li>• visual presentation</li> </ul>	<ul style="list-style-type: none"> <li>• classroom discussion</li> <li>• interview</li> <li>• reflective or response journal</li> <li>• oral test/exam/report</li> <li>• questionnaire/survey</li> <li>• self-assessment</li> </ul>	<ul style="list-style-type: none"> <li>• quiz</li> <li>• test</li> <li>• exam</li> <li>• essay</li> </ul>

