



Course Information Sheet

SCHOOL YEAR

September 2015

TEACHER

Ms. H. Loree

DEPARTMENT HEAD

Mrs. P. Mohan

COURSE CODE
(click for code)

SBI4U

Course Name/Grade, Type, Prerequisite and Description will automatically fill in.

COURSE NAME/GRADE

Biology, Grade 12, University Preparation

COURSE TYPE

Biology

CREDIT VALUE

1.0

PREREQUISITE

Biology, Grade 11, University Preparation

COURSE DESCRIPTION

DESCRIPTION of course as found in the course of study outline:

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.

Addendum to course description (up to 30 word maximum).

Missed assignments will be penalized 10% per day. Once an assignment has been returned to the class a mark of ZERO may be assigned to an assignment not yet handed in. Missed tests without a note to the office will result in a mark of ZERO. Make up tests will be written on the student's own time at a predetermined date. Cheating and plagiarism will result in a mark of ZERO.

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 2015-16, teachers may organize evidence of student learning based on one of the following approaches:



Achievement chart categories of knowledge and skills (Thinking, Application, Communication, Knowledge)

OR



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.

DESCRIPTION OF THE FINAL SUMMATIVE EVALUATION (FSE)

Final Exam 30%
Exam covers all course material

} = 100% of
FSE and
30% of
final report
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	<input checked="" type="checkbox"/> story	<input checked="" type="checkbox"/> booklet/pamphlet/poster	PERFORMANCE DEMONSTRATIONS (live or tape)	<input checked="" type="checkbox"/> debate	<input checked="" type="checkbox"/> simulation
	<input checked="" type="checkbox"/> play	<input checked="" type="checkbox"/> manual/brochure		<input checked="" type="checkbox"/> role play	<input checked="" type="checkbox"/> seminar
	<input checked="" type="checkbox"/> poem	<input checked="" type="checkbox"/> musical composition		<input checked="" type="checkbox"/> dialogue	<input checked="" type="checkbox"/> oral presentation
	<input checked="" type="checkbox"/> review/critique	<input checked="" type="checkbox"/> performance appraisal		<input type="checkbox"/> recital	<input checked="" type="checkbox"/> visual presentation
	<input checked="" type="checkbox"/> game	<input checked="" type="checkbox"/> other (please specify)		<input checked="" type="checkbox"/> retelling	<input type="checkbox"/> artistic performance
	<input checked="" type="checkbox"/> research paper/project	To be determined based on individual student needs		<input checked="" type="checkbox"/> performance	<input checked="" type="checkbox"/> portfolio
				<input checked="" type="checkbox"/> lab/experiment	<input checked="" type="checkbox"/> other (please specify)
					To be determined based on individual student needs

PERSONAL COMMUNICATION	<input checked="" type="checkbox"/> classroom discussion	<input checked="" type="checkbox"/> questionnaire/survey	PAPER/PENCIL	<input checked="" type="checkbox"/> quiz	<input checked="" type="checkbox"/> exam
	<input checked="" type="checkbox"/> interview	<input checked="" type="checkbox"/> self-assessment		<input checked="" type="checkbox"/> test	<input checked="" type="checkbox"/> essay
	<input checked="" type="checkbox"/> conference	<input checked="" type="checkbox"/> peer assessment		<input checked="" type="checkbox"/> other (please specify)	To be determined based on individual student needs
	<input type="checkbox"/> reflective or response journal	<input checked="" type="checkbox"/> other (please specify)			
	<input type="checkbox"/> learning log	To be determined based on individual student needs			
	<input checked="" type="checkbox"/> oral test/exam/report				

COURSE RESOURCES

Textbook: Nelson Biology 12	Online Resources:
	www.loreescience.ca
	OneNote Class Notebook
	Twitter @loreescience
	Remind @loreesbi4u

STUDENT RESPONSIBILITIES	LEARNING SKILLS AND WORK HABITS
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<p>Students are responsible for:</p> <ul style="list-style-type: none"> ◆ complying with the GECDSD acceptable computer use policy ◆ providing 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 participants in the learning and assessment process ◆ communicating with teachers when there is difficulty in meeting timelines ◆ ensuring that missed work is completed within pre-established timelines ◆ communicating to parents assessment and evaluation methods and pertinent due dates and timelines for work submission ◆ complying with school code of conduct policy and classroom expectations as outlined by the teacher 	<p>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:</p> <ul style="list-style-type: none"> • Responsibility • Organization • Independent work • Collaboration • Initiative • Self-regulation
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FOR MORE INFORMATION GO TO www.publicboard.ca AND FOLLOW THE PARENT LINK

Dear Parents/Guardians:
Please read, sign and return this Course Information Sheet with your son/daughter.
If you have any questions, please contact the school.
Parents will be notified if changes to the Course Information Sheet are made during the semester.

Signature of Student

Signature of Parent/Guardian

Date