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| ODSS Bear.jpg | Science Department  **Orangeville & District Secondary School**  Upper Grand District School Board  **Course Outline** | **Course Title:** Biology  **Course Type:** University  **Grade:** 11  **Course Code:** SBI 3U1  **Credit Value:** 1.0 |

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| **Department Head:** Mr. Stuart Dennie/ Mr. Matt Burnside  **Teachers:** Ms. Susan Schenk Email: [susan.schenk@ugdsb.on.ca](mailto:susan.schenk@ugdsb.on.ca) (preferred) Phone: 519-941-0491 x512  **Date of Development:** February 3, 2017 |

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| **Curriculum Document:** <http://www.edu.gov.on.ca/eng/curriculum/secondary/> | **Course Prerequisites/Corequisites:** SNC 2D1 |

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| **Course Description:** This course furthers students’ understanding of the processes that occur in biological systems. Students will  study theory and conduct investigations in the areas of biodiversity; evolution; genetic processes; the structure and function of  animals; and the anatomy, growth, and function of plants. The course focuses on the theoretical aspects of the topics under study, and helps students refine skills related to scientific investigation.  **Course Website –**[www.ugdsb.on.ca/odss](http://www.ugdsb.on.ca/odss) - follow links to the science department for class presentations, notes and additional links to support further learning. The classroom App found on the cloud for a calendar of important dates, course assignments and updates. The remind.com app will be used as updates throughout the semester. |

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| **Big Ideas**  **Genetic Processes Unit**  Genetic and genomic research can have social and environmental implications. Variability and diversity of living organisms result from the distribution of genetic materials during the process of meiosis.  **Evolution Unit**  Evolution is the process of biological change over time based on the relationship between species and their Environments. The theory of evolution is a scientific explanation based on a large accumulation of evidence. Technology enables humans to manipulate the development of species and has economic and environmental implications.  **Animal Structure and Function Unit**  Groups of organs with specific structures and functions work together as systems, which interact with other systems in the body. The development and uses of technology to maintain human health are based, in part, on the changing needs of society.  **Diversity of Living Things Unit**  All living things can be classified according to their anatomical and physical characteristics. Human activities affect the diversity of living things in an ecosystem. Diversity is represented by six different Kingdoms.  **Plant Anatomy, Growth and Function Unit**  Plants have specialized structures with distinct functions that enable them to respond and adapt to their environment. Plant variety is critical to the survival and sustainability of ecosystems. |

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| **Assessment and Evaluation**  Students will complete the following assessment tasks for this course:  1. Unit Quizzes (10%) – Students will complete a number of quizzes in each unit. Student’s wishing to upgrade their mark may also re-write the quiz by making arrangements with their teacher.  2. Unit Assignments (30%) – Students will complete a dissection test, review biology based articles, complete a formal lab.  3. Unit Tests (30%) – Students will complete a unit test for each unit covered. There will be **no** re-writes for these tests.  4. Final Practical and Written Exam (30%). |

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| **Science Department Late Assignment and Test Policy**  To achieve success in science it is important that students attend class regularly and keep up to date with all the readings and homework questions assigned. If you are away for any reason, it is your responsibility to keep up using the resources available to you, and to seek assistance when it is needed. Extra help is available.  Assignments or labs are to be submitted at the start of the period. Late assignments or labs are subject to a 10% deduction unless a student has communicated with their teacher prior to the deadline. Assignments or labs are subject to a further 5% deduction if not submitted within 1 school day.    If a student fails to submit their assignment or lab within 2 school days they will be given a mark of zero and upon teacher consultation an opportunity to complete an alternate assignment or lab. Upon completion of the alternate assignment or lab, the mark of zero will be adjusted and subject to the 15% reduction.    If a student is absent for a test or presentation they must communicate with their teacher in advance of the assessment date. Neglecting to do so will result in a 10% deduction and the student is expected to complete the assessment the next school day. A further 5% deduction may be imposed when the student returns and is still unprepared to complete the assessment.    Although extenuating circumstances will be considered on a per case basis, it is the student’s responsibility to meet their assessment deadlines. All summatives or alternate summatives must be completed successfully in order for a credit to be granted. |

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| **Science Lab Safety and Equipment Policy**  Students must follow all lab safety rules as outlined in the student safety contract. Failure to do so may result in injuries to oneself and classmates. Consequences for repeatedly not following the safety rules may include removal from class during lab activities.  Students are responsible for the proper use and handling of lab equipment. This includes cleaning and returning equipment to its proper place at the end of experiments. If equipment is lost, damaged, or broken, students will be charged a replacement fine. |

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| **Textbooks/Learning Resource Materials align with Policy 603.** |

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| **Fees for Learning Materials/Activities: None** |

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| **Other Information:**  Please refer to the [ODSS Student/Parent Information and Code of Conduct Handbook](http://www.ugdsb.on.ca/uploadedFiles/odss/administration/doc04826720140926140035.pdf) OR <http://goo.gl/kBfyXv> for our school policies on:   * academic integrity * late and missed assignments * credit recovery   Based on the range of students’ learning needs, a selection from the strategies listed below may be utilized:   * Teaching Strategies: click here for [link to strategies document](https://docs.google.com/document/d/17_9z8fnFgEe_jkDqYN0CQOalJgfaKM1030XzrROF_-0/edit?usp=sharing) OR <http://goo.gl/AhTDAn> * Assessment and evaluation strategies: click here for [link to strategies document](https://docs.google.com/document/d/17_9z8fnFgEe_jkDqYN0CQOalJgfaKM1030XzrROF_-0/edit?usp=sharing) OR <http://goo.gl/AhTDAn> |

**Resources to support your learning**:

* your teacher
* course textbook
* course website (all notes, presentations, extra links etc.); course reminders through remind.com
* extra lunch room help (Tuesday, Thursday, Friday)
* term organizer on UGCloud Classroom App
* text reference schedule