

SOUTH CARLETON HIGH SCHOOL

Ottawa-Carleton District School Board

COURSE OUTLINE

SBI3U - GRADE 11 University Prep Biology

Credit Value: 1 credit

Hours: 110

Prerequisite: SNC2D/SNC2DF

Expectations

This course furthers student's understanding of the processes that occur in biological systems. Students will learn 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 help students refine skills related to scientific investigation.

Big Ideas

Unit Title	Biology Focus For Learning Expectations
Diversity of Living Things	All living things can be classified according to their anatomical and physiological characteristics. Human activities affect the diversity of living things in ecosystems.
Evolution	Evolution is the process of biological change over time based on the relationships between species and their environments. The theory of evolution is a scientific explanation based on a large accumulation of evidence. Technology that enables humans to manipulate the development of species has economic and environmental implications.
Genetic Processes	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.
Animals: <i>Structure and Function</i>	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.
Plants: <i>Anatomy, Growth and Function</i>	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.

*NOTES: a. Specific learning expectations are available for each unit of study. b. The sequence of topics may not be exactly as listed above.

Accommodations for Exceptional Students

The Science department makes every effort to accommodate the identified needs of exceptional (IPRC'd) students and will attempt to differentiate curriculum delivery methods, student modes of expression, and assessment methods as recommended by the student's individual education plan (IEP).

Career Planning

The Science department makes every effort to ensure that students are aware of career opportunities related to various fields of science under study, and describe the contributions of scientists, including Canadians, to those fields.

Technology and Textbooks

The school will supply all laboratory resources and materials.

Textbook: *Biology 11* Ritter, Adam-Carr & Fraser (Nelson) replacement cost = \$68.00

Evaluation

Term Evaluations (70%)	Summative Evaluation (30%)
Students will be evaluated according to the overall expectations of the Ontario curriculum. <i>Assessment tools include both summative and formative tasks including but not limited to; tests/quizzes, assignments, projects, lab reports, skill based performance tasks and rich assessment tasks</i>	<i>The exam portion of the summative will occur during the exam period in Jan/Jun and will evaluate the whole semester's work. All students must be present unless a medical certificate is provided.</i> <i>Project or assignment summative evaluation will be completed before the exam period begins.</i>

More information on South Carleton High School's policy on Assessment and Evaluation, on Academic Integrity, on punctuality, absenteeism and examinations can be accessed on our school website.