



Course Information Sheet

Greater Essex County District School Board

Essex District High School

244 Talbot Street North, Essex, N8M 2E1

School Year : 2017-18

Teacher	Mr. Qawwas	Department Head	Mr. Arner
Course	SBI3U – Biology, Grade 11, University Preparation		
Course Type	Biology	Credit Value	1.0
Prerequisite	Science, Grade 10, Academic		
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.		
Addendum to Course Description			
Course Resources	Website: Http://mrqawwasscience.weebly.com/ , Twitter: @sxbiology, Edsby: Https://publicboard.edsby.com/ , Instagram: @sxbiology, Remind: Text @sbi3u-edhs To 506-802-8639, Textbook: Mcgraw-hill Ryerson Biology 11, Pinterest: @sxbiology		

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 2017-18, the teacher of this course will organize evidence of student learning based on:

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

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)			= 100% of FSE and 30% of final report card mark
Final Exam			
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
<ul style="list-style-type: none"> review/critique research paper/project booklet/pamphlet/poster manual/brochure 	<ul style="list-style-type: none"> debate role play dialogue lab/experiment simulation seminar oral presentation 	<ul style="list-style-type: none"> classroom discussion reflective or response journal oral test/exam/report questionnaire/survey self-assessment peer assessment 	<ul style="list-style-type: none"> quiz test exam



STUDENT RESPONSIBILITIES		LEARNING SKILLS AND WORK HABITS
<p>Students are responsible for:</p> <ul style="list-style-type: none">• complying with the GECDSB Digital Responsibility Certificate• 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
FOR MORE INFORMATION GO TO www.publicboard.ca AND FOLLOW THE PARENT LINK		
<p>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.</p>		
_____ Signature of Student	_____ Signature of Parent/Guardian	_____ Date