

COURSE OUTLINE

COLLEGE BIOLOGY GRADE 11: SBI 3C1

Description of Course:

This course focuses on the processes involved in biological systems. Students will learn concepts and theories as they conduct investigations in the areas of cellular biology, microbiology, animal anatomy and physiology, plant structures and physiology, and environmental science. Emphasis will be placed on the practical application of concepts, and on the skills needed for further study in various branches of the life sciences and related fields.

Pre-Requisite or Co-Requisite: Science, Grade 10, Academic or Applied

Policy Document Reference: Ministry Document, The Ontario Curriculum, Grades 11 and 12, Science.

Textbook: Nelson Biology 11, College Preparation

Unit Titles (With approximate time allotted per unit)

Unit 1: Scientific Investigation Skills and Career Exploration (6 hours)

Unit 2: Cellular Biology (21 hours)

Unit 3: Microbiology (21 hours)

Unit 4: Genetics (21 hours)

Unit 5: Anatomy of Mammals (21 hours)

Unit 6: Plants in the Natural Environment (20 hours)

Assessment and Evaluation

According to Ministry policy, the primary purpose of assessment and evaluation is to improve student learning. It will be based upon the provincial curriculum expectations and the achievement levels outlined in the secondary curriculum policy documents.

Assessment is the process of gathering information from a variety of sources such as assignments, demonstrations, projects, learning skills, etc.

Evaluation is the process of judging the value of the student's work on the basis of established criteria and assigning a value to represent that quality. **The course evaluation is based on the DSBN Subject Council Consistency in Assessment and Evaluation Agreement, 2010-2011.**

Learning Skills

These skills are supportive of student learning, marks serve another purpose. A student's ability to work with others, to attend class regularly, to be punctual, and to keep up with the work and maintain an accurate and complete notebook is very important and has an impact on how well a student performs. The report card allows these skills to be recorded for the public record. Therefore, teachers will continue to record information on these skills and assign a value to them for the report card.

Types of Assessment, Evaluation and Activities

- unit tests
- quizzes
- labs
- assignments
- final examination

Term Work Assessment **70%**

Summative Assessment **30%**

Unit Tests	20%	Skills	10%
Quizzes	5%	Final Written Examination	20%
Labs	25%		
Assignments	20%		

Specific Course Expectations:

Students should have with them each day:

- 3 ring binder containing lined, blank and graph paper + Dividers
- pen, pencil, eraser, ruler
- calculator (non-graphing)
- textbook
- A.N. Myer Student Planner

