



TORONTO WORLD SCHOOL

COURSE OUTLINE

Department: SCIENCE

Course Developer: Miguel Velasco

Course Development Date: July 2024

Course Reviser/ Revision Date: TBD

Course Title/ Grade/ Type: 11 Biology, Grade 11, University Preparation

Course Code: SBI3U

Credit Value: 1.0

Total Hours: 110 hours

Policy Document: The Ontario Curriculum Grades 11 and 12 Science,
Ministry of Education 2008

Prerequisite: Science, Grade 10, Academic

Course Description

This course furthers students' understanding of the processes that occur in biological systems. Students will study 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.

Overall Expectations

Scientific Investigation skills and Career Exploration

A1 - Demonstrates scientific investigation skills (related to both inquiry and research) in the four areas of skills (initiating and planning, performing and recording, analyzing and interpreting, and communicating)

A2 - Identify and describe careers related to the fields of science under study, and describe the contributions of scientists, including Canadians, to those fields

Diversity of Living Things

B1 – Analyse the effects of various human activities on the diversity of living things

B2 – Investigate, through laboratory and/or field activities or through simulations, the principles of scientific classification, using appropriate sample and classification techniques

B3 – Demonstrate an understanding of the diversity of living organisms in terms of the principles of taxonomy and phylogeny

Evolution

C1 – Analyze the economic and environmental advantages and disadvantages of an artificial selection technology, and evaluate the impact of environmental changes on natural selection and endangered species

C2 – Investigate evolutionary processes, and analyze scientific evidence that supports the theory of evolution

C3 – Demonstrate an understanding of the theory of evolution, the evidence that supports it, and some of the mechanisms by which it occurs

Genetic Processes

D1 – Evaluate the importance of some recent contributions to our knowledge of genetic processes, and analyze social and ethical implications of genetic and genomic research

D2 – Investigate genetic processes, including those that occur during meiosis, and analyze data to solve basic genetics problems involving monohybrid and dihybrid crosses

D3 – Demonstrate an understanding of concepts, processes, and technologies related to the transmission of hereditary characteristics

Animals: Structure and Function

E1 –Analyze the relationship between changing societal needs, technological advances, and our understanding of internal systems of humans

E2 – Investigate, through laboratory inquiry or computer simulation, the functional responses of the respiratory and circulatory systems of animals, and the relationships between their respiratory, circulatory, and digestive systems

E3 – Demonstrate an understanding of anatomy and physiology, and describe disorders of the respiratory, circulatory and digestive systems

Plants: Anatomy, Growth, and Function

F1 – Evaluate the importance of sustainable use of plants to Canadian society and other cultures

F2 – Investigate the structures of plant tissues, and factors affecting plant growth

F3 – Demonstrate an understanding of the diversity of vascular plants, including their structures, internal transport systems and their role in maintaining biodiversity

Unit Description:

Careers & Lab Safety	The Careers & Lab Safety module is designed for you to research and create a set of 5 career profiles for careers related to biology and make an oral presentation of your most suitable career path related to biology. You will be introduced to safe laboratory practices and procedures when planning investigations by correctly interpreting Workplace Hazardous Materials Information System (WHMIS) symbols.	3 hours
Unit 1 Diversity of Living Things	In this unit, you will learn that all living things can be classified according to their anatomical and physiological characteristics. You will analyze kingdoms, animalia, plantae, fungi, bacteria, protists and archaea, exploring similarities and differences between them. You will investigate how human activities affect the diversity of living things in ecosystems around the world, and what we can do to minimize negative impacts. Finally, you will complete a project exploring a group of species at risk and measures being taken to protect them.	17.5 hours
Unit 2 Genetic Processes	In this unit, you will discover how the variability and diversity of living organisms results from the distribution of genetic information during a process of sexual reproduction called meiosis. You will learn about genetic and genomic research techniques, and explore how they can have social, ethical and environmental implications. Finally, you will investigate a genetic disorder and how it affects humans, followed by a genetics unit test to practice your skills.	21.5 hours
Unit 3 Evolution	In this unit, you will learn that the theory of evolution is a scientific explanation based on a large accumulation of evidence from a variety of different fields. You will explore how evolution by means of natural selection is the process of biological change over time, based on the relationship between species and their environment. You will analyze how humans have altered the course of evolution, and how we have evolved ourselves. Finally, you will complete a written summative assignment	19.5 hours

	reflecting on your learnings.	
Unit 4 Animals: Structure & Function	In this unit, you will study how groups of organs have specific structures and functions, which work together as systems and interact with other systems to maintain your body. You will learn in detail about the digestive, respiratory and circulatory systems. You will also touch upon the developments and uses of technology used in medicine to maintain human health and respond to the changing needs of society. Finally, you will construct a health and fitness plan to showcase your learnings.	15.5 hours
Unit 5 Plants: Structure and Function	In this unit, you will learn all about plants and the various specialized structures in plants, which have distinct functions that enable them to respond and adapt to their environment. You will explore in detail plant leaves, stems, and roots, as well as mechanisms of plant transport of water and nutrients. You will learn how plants and plant diversity is critical to the survival and sustainability of ecosystems. Finally, you will explore one plant that is important to the world, and demonstrate your learnings through a report.	23 hours
Final Evaluations	Students will investigate career paths associated with the biology curriculum and will begin their review for the final exam. Culminating Activity: Portfolio Final Exam: Final Exam covering all overall expectations.	10 hours
Total		110 hours

TEACHING STRATEGIES

Strategies marked with "x" are used in the course.			
Direct Instruction	X	Teacher modeling	X
Class Activity	X	Use of Computers/Internet	X
Worksheets/Surveys	X	Journaling	X
Individual or Group Research	X	Reflecting on Strategies	X
Conferencing Teacher & Student	X	Personal Response	X
Interactive Labs & Simulations	X	Brainstorming	X
Silent individual reading	X	Editing/Revision	X
Class Activity	X		
Independent Work	X		
Use of Video and Audio materials	X		

Strategies for Assessment and Evaluation of Student Performance

Diagnostic assessment is used at the beginning of a unit to assist in determining a starting point for instruction. Assessment for Learning (AFL) provides information to students as they are learning and refining their skills. Assessment as Learning (AAL) acts as a stepping-stone for students to begin applying their understanding using critical thinking; it bridges the gap between AFL and AOL. Assessment of Learning (AOL), at the end of units and course, provides students with the opportunity to synthesize/apply/demonstrate their learning and the achievement of the expectations. The following is a list of specific assessment/evaluation strategies that the teacher may use but is not limited to.

Assessment and Evaluation

Evaluation in this course will be continuous throughout the year and will include a variety of evaluation methods. The tools highlighted in yellow will be used for the three different types of assessments:

Assessment as Learning	Assessment for Learning	Assessment of Learning
Student Product <input type="checkbox"/> Journals/Letters/Emails (checklist) <input type="checkbox"/> Learning Logs (anecdotal) <input checked="" type="checkbox"/> Learning Goals (Checklist) <input type="checkbox"/> Entrance tickets <input type="checkbox"/> Exit tickets	Student Product <input type="checkbox"/> Assignment <input type="checkbox"/> Journals/Letters/Emails (checklist) <input checked="" type="checkbox"/> Pre-tests (scale/rubric) <input type="checkbox"/> Peer feedback (anecdotal/checklist) <input type="checkbox"/> Entrance ticket <input type="checkbox"/> Vocabulary notebooks (anecdotal)	Student Product <input type="checkbox"/> Assignment <input type="checkbox"/> Journals/Letters/Emails (checklist) <input checked="" type="checkbox"/> Tests (scale/rubric) <input checked="" type="checkbox"/> Exam <input type="checkbox"/> Reports (rubric) <input type="checkbox"/> Essays (rubric)
Observation <input checked="" type="checkbox"/> Whole class discussions (anecdotal) <input type="checkbox"/> Self-proofreading (checklist)	Observation <input checked="" type="checkbox"/> Class discussions (anecdotal) <input type="checkbox"/> Debate (rubric) <input type="checkbox"/> Performance tasks (anecdotal/scale)	Observation <input checked="" type="checkbox"/> PowerPoint presentations (rubric) <input checked="" type="checkbox"/> Performance tasks (anecdotal/scale)
Conversation <input type="checkbox"/> Student teacher conferences (checklist)	Conversation <input type="checkbox"/> Student teacher conferences	Conversation <input type="checkbox"/> Student teacher conferences (checklist)

<input type="checkbox"/> Small Group Discussions (checklist) <input type="checkbox"/> Pair work (checklist)	<input type="checkbox"/> (checklist) <input type="checkbox"/> Small group discussions (checklist) <input type="checkbox"/> Pair work (anecdotal) <input type="checkbox"/> Peer-feedback (anecdotal) <input type="checkbox"/> Peer-editing (anecdotal) <input type="checkbox"/> Oral pre-tests (scale/rubric)	<input type="checkbox"/> Question and Answer Session (checklist) <input type="checkbox"/> Oral tests (scale/rubric)
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Online Activities (within LMS)	Offline Activities
Watching video lectures Watching additional resource videos Completing interactive activities Communicating with teachers Participating in virtual conferences Completing online quizzes Reviewing peer submissions Submitting all AAL, AFL, & AOL Assessment and Evaluations	Reading materials for the course Reviewing materials for the course Completing assignments Completing practice activities Preparing presentations Reviewing for exams and unit tests Researching topics on the internet Recording and producing presentations Practicing processes and skills Completing proctored unit tests and exams

The Final Grade:

The percentage grade represents the quality of the students' overall achievement of the expectations for the course and reflects the corresponding achievement as described in the achievement chart for Science. The distribution of marks into a grade is based on the departmental assessment and evaluation guide for the course and will reflect the student's most consistent level of achievement where appropriate. Comments on the development of learning skills and contributions to the course will be provided on reports. Term work will be 70% of the overall grade for the course; the final evaluation will be 30% of the overall grade, incorporating a final written examination and culminating activity at the end of the course.

Assessment and Percentage of Final Mark	
(Term) 70%	Careers Presentation - 7.5% [Student Product/Observation]
	Unit 1 - Presentation - 5.5% - [Observation]
	Unit 2 - Student/Teacher Conference - 7.5% [Conversation]
	Unit 2 - Test - 7.25% [Student Product]
	Unit 3 - Build Beast Assignment - 7.5% [Student Product]
	Unit 3 - Assignment - 7.25% [Student Product]
	Unit 4 - Assignment - 7% [Student Product]
	Unit 4 - Presentation - 7.5% [Observation]
	Unit 5 - Conference - 5.5% [Conversation]
	Unit 5 - Presentation - 7.5% [Observation]
30%	Final Exam - 20% [Student Product]
	Culminating Activity (10%) [Student Product/Observation]

- **Each Assessment of Learning (AoL) will be broken into the following categories and given the following weights: Knowledge/Understanding (25%), Inquiry/Thinking (25%), Communication (25%), and Application/Making Connections (25%).**

A Summary Description of Achievement in Each Percentage Grade Range and Corresponding Level of Achievement		
Percentage Grade Range	Achievement Level	Summary Description
80-100%	Level 4	A very high to outstanding level of achievement. Achievement is <i>above</i> the provincial standard.
70-79%	Level 3	A high level of achievement. Achievement is <i>at</i> the provincial standard.
60-69%	Level 2	A moderate level of achievement. Achievement is <i>below, but approaching</i> , the provincial standard.
50-59%	Level 1	A passable level of achievement. Achievement is <i>below</i> the provincial standard.
below 50%	Level R	Insufficient achievement of curriculum expectations. A credit will not be granted.

Assessment of Learning Skills & Work Habits:

The following learning skills and work habits will be fostered throughout this course and assessed on the report card: responsibility, organization, independent work, collaboration, initiative, self-regulation. These skills will not be included as part of the final mark unless they are identified in the provincial curriculum expectations for the course. However, it is important to remember that the development of these skills is critical to daily academic success and individual growth.

The following chart indicates the skills and look-fors for each student.

Learning Skills and Work Habits			E – Excellent	G – Good	S – Satisfactory	N – Needs Improvement
Responsibility			Organization			
<ul style="list-style-type: none">▪ Fulfils responsibilities and commitments within the learning environment.▪ Completes and submits class work, homework, and assignments according to agreed-upon timelines.▪ Takes responsibility for and manages own behaviour.			<ul style="list-style-type: none">▪ Devises and follows a plan and process for completing work and tasks.▪ Establishes priorities and manages time to complete tasks and achieve goals.▪ Identifies, gathers, evaluates, and uses information, technology, and resources to complete tasks.			
Independent Work			Collaboration			
<ul style="list-style-type: none">▪ Independently monitors, assesses, and revises plans to complete tasks and meet goals.▪ Uses class time appropriately to complete tasks.▪ Follows instructions with minimal supervision.			<ul style="list-style-type: none">▪ Accepts various roles and an equitable share of work in a group.▪ Responds positively to the ideas, opinions, values, and traditions of others.▪ Builds healthy peer-to-peer relationships through personal and media-assisted interactions.▪ Works with others to resolve conflicts and build consensus to achieve group goals.▪ Shares information, resources, and expertise, and promotes critical thinking to solve problems and make decisions.			
Initiative			Self-Regulation			
<ul style="list-style-type: none">▪ Looks for and acts on new ideas and opportunities for learning.▪ Demonstrates the capacity for innovation and a willingness to take risks.▪ Demonstrates curiosity and interest in learning.▪ Approaches new tasks with a positive attitude.▪ Recognizes and advocates appropriately for the rights of self and others.			<ul style="list-style-type: none">▪ Sets own individual goals and monitors progress towards achieving them.▪ Seeks clarification or assistance when needed.▪ Assesses and reflects critically on own strengths, needs, and interests.▪ Identifies learning opportunities, choices, and strategies to meet personal needs and achieve goals.▪ Perseveres and makes an effort when responding to challenges.			

The report card will therefore focus on two distinct but related aspects of student achievement; the achievement of curriculum expectations and the development of learning skills. The report card will contain separate sections for the reporting of these two aspects.

Program Planning Considerations:

English language learners: As our school can have multilingual student population, special accommodation will be made to bring a rich diversity of background knowledge and experience to the classroom.

TWS courses can provide a wide range of options to address the needs of ESL/ELD students. Assessment and evaluation exercises will help ESL students in mastering the English language. In addition, since all occupations require employees with a wide range of English skills and abilities, many students will learn how the operation of their own physical world can contribute to their success in their social world. The student whose

first language is not English enters Ontario Secondary schools with diverse linguistic and cultural backgrounds. All of these students bring a rich array of background knowledge and experience to the classroom, and all teachers must share in the responsibility for their English-language development. Teachers must incorporate appropriate strategies for instructions and assessment to facilitate the success of the English language learners in their classrooms. These strategies include:

- modification of some or all of the course expectations so that they are challenging but attainable for the learner at his or her present level of English proficiency, given the necessary support from the teacher;
- use of a variety of instructional strategies (e.g., extensive use of visual cues, scaffolding, manipulatives, pictures, diagrams, graphic organizers; attention to clarity of instructions);
- modelling of preferred ways of working in English; previewing of textbooks; pre-teaching of key vocabulary; peer tutoring; strategic use of students' first languages);
- use of a variety of learning resources (e.g., visual material, simplified text, bilingual dictionaries, materials that reflect cultural diversity);
- use of assessment accommodations (e.g., granting of extra time; simplification of language used in problems and instructions; use of oral interviews, learning logs, portfolios, demonstrations, visual representations, and tasks requiring completion of graphic organizers or cloze sentences instead of tasks that depend heavily on proficiency in English).

Literacy education: Communication skills are fundamental to the development of literacy. Fostering students' communication skills is an important part of the teacher's role in the curriculum. When students read they need to understand vocabulary and terminology. Students are encouraged to use language with care and precision in order to communicate effectively. Students are encouraged to ask questions to their peers/teachers and to also be proactive with solving their own questions.

The role of information and communications technology: Information and communication technologies (ICT) provide a range of tools that can significantly extend and enrich teachers' instructional strategies and support students' learning. Teachers can use ICT tools and resources both for whole-class instruction and to design programs that meet diverse student needs. Technology can help to reduce the time spent on routine tasks, allowing students to devote more of their efforts to thinking and concept development.

Information technology is considered a learning tool that must be accessed by students when the situation is appropriate. As a result, students will develop transferable skills through their experience with word processing, internet research, and presentation software, as would be expected in any environment.

Technology also makes possible simulations of complex systems that can be useful for problem-solving purposes or when field studies on a particular topic are not feasible.

Information and communications technologies can be used in the classroom to connect students to other schools, at home and abroad, and to bring the global community into the local classroom. Although the Internet is a powerful electronic learning tool, there are potential risks attached to its use. All students must be made aware of issues of Internet privacy, safety, and responsible use, as well as of the ways in which this technology is being abused – for example, when it is used to promote hatred.

Teachers, too, will find the various ICT tools useful in their teaching practice, both for whole class instruction and for the design of curriculum units that contain varied approaches to learning to meet diverse student needs.

Equity and Inclusive Education: The TWS equity and inclusive education strategy focuses on respecting diversity, promoting inclusive education, and identifying and eliminating discriminatory biases, systemic barriers, and power dynamics that limit the ability of students to learn, grow, and contribute to society. In an environment based on the principles of inclusive education, all students, parents, caregivers, and other members of the school community - regardless of ancestry, culture, ethnicity, sex, physical or intellectual ability, race, religion, gender identity, sexual orientation, socio-economic status, or other similar factors - are welcomed, included, treated fairly, and respected. Diversity is valued, and all members of the TWS community feel safe, comfortable, and accepted. Every student is supported and inspired to succeed in a culture of high expectations for learning. In an inclusive education system, all students see themselves reflected in the curriculum, their physical surroundings, and the broader environment, so that they can feel engaged in and empowered by their learning experiences. In addition, TWS differentiates the instruction and assessment strategies to take into account the background and experiences, as well as the interests, aptitudes, and learning needs, of all students.

First Nation, Métis and Inuit Education Policy Framework

The new First Nation, Métis and Inuit Education Policy Framework is a key part of the strategy. The framework includes approaches for schools and school boards that will boost Aboriginal student achievement, help close the gap in achievement between Aboriginal and non-Aboriginal students, and improving students' literacy and numeracy skills, training teachers in teaching methods that are appropriate for Aboriginal students, and encouraging more parents to get involved in their children's education or school. The framework also sets out strategies to integrate First Nations, Métis and Inuit cultures, histories and perspectives throughout the Ontario curriculum. This will increase knowledge and awareness among all students.

Plagiarism/Cheating:

Any incident of plagiarism or cheating will result in a resubmission/rewrite of that particular assignment/test at the end of the course on the student's own time and at his/her own expense to pay for the creation and marking of a new assessment. The

incident will be documented in the office. A second incident of plagiarism or cheating in any course will result in a mark of zero for that assignment. For example, if you cheat on a math test and then plagiarize an English essay, you will receive a zero on the essay.

Missed and Late Assignment Policy:

Teachers will make it Clear to the students and parents/guardian early in the school year that they are responsible not only for their behaviour in the classroom/school but also for providing evidence of their achievement of the overall expectations within the time frame specified by the teacher and in a form approved by the teacher. Students must understand that there will be consequences for not completing assignments for evaluation or for submitting those assignments late. Where in the teacher's professional judgment it is appropriate to do so, a number of strategies will be used to encourage the student to modify his/her behaviour. Some of these may include:

- Asking the student to clarify the reason for not completing the assignment taking into consideration legitimate reasons for missed deadlines
- Maintaining ongoing communication with students and/or parents about due dates and late assignments, and scheduling conferences with parents if the problem persists
- Setting up a student contract
- Providing alternative assignments or tests/exams where, in the teacher's professional judgment, it is reasonable and appropriate to do so
- Deducting marks for late assignments, up to and including the full value of the assignment

Students and parent/guardians will be informed in a timely fashion via phone call, face to face conference, e-mail and if need be a formal letter about the importance of submitting assignments for evaluation when they are due and about the consequences for students who submit assignments late or fail to submit assignments. **If the above measures have been put into place and the behaviour of the student has no provided sufficient evidence, then 0 will be inserted as the mark for the missed assignment**

Resources

Growing Success: Assessment Evaluation and Reporting in Ontario Schools, First Edition Covering Grades 1-12

Biology 11, McGraw-Hill Ryerson, 2010
Nelson Virtual Labs

Attendance Policy:

Consistent log-in is crucial to a student's success in Toronto World School's online program. The guidelines of the Ministry of Education require that students receive at least 110 hours of scheduled instruction time for each credit course. Attendance patterns will be monitored to ensure a student is actively logging into their course.

Students who have not completed the course within 12 months of enrolment will be automatically removed from the course. Only under extenuating circumstances, with proper documentation and the permission of the Principal, can a student be reinstated.

Acceptable Online Use Policy

Toronto World School uses the ConnectED Integrated Learning Platform and is intended for educational purposes only. The use of this program or any tools within TWS systems, other than for educational purposes, is strictly prohibited. The inappropriate uses include, but are not limited to, criminal, obscene, commercial, cyber-bullying or illegal purposes.

The administration has the right to review all student work in order to determine the appropriateness of computer use. If TWS online programs are deemed to be used inappropriately, the Administration will levy consequences which may include suspensions and/or removal from the program. In some cases, further action may be taken including contacting day schools, legal representation or the police.

Students need to be very vigilant in order to prevent them getting into a situation where they may be suspected for inappropriate use.

Therefore, students are reminded to

- Always protect their passwords and not share them with anyone
- Always inform their teachers of suspicious messages or other incidents that they encounter
- Always only access content that is intended for educational use.

Hardware/software requirements:

Hardware:

- PC running Windows 8 or higher
- Mac running Apple OS X or higher
- Chromebook running Chrome OS

High speed internet is recommended with access to a computer with the following:

- A processor of 2GHz or faster

- 4 GB RAM or greater
- A high speed internet connection of 1.5 MB/s or faster
- Keyboard and mouse
- Headphone/Speakers/Microphone/Camera

Recommended Software:

- Adobe Reader, Shockwave, Flash Player, Java, Office suite

Browser:

- Mozilla Firefox4 or higher, Internet Explorer 7 or higher, Safari 5 or higher, Google Chrome 11 or higher