

### Curriculum Overview:

Biology 2201 is an academic Pan-Canadian science course that aims to develop Scientific Literacy. Scientific Literacy is an evolving combination of the science related attitudes, skills, and knowledge students need to develop inquiry, problem-solving, and decision-making abilities; to become lifelong learners; and to maintain a sense of wonder about the world around them.

### Authorized Learning Resource:

Department of Education Curriculum Guide for Biology 2201

<http://www.ed.gov.nl.ca/edu/k12/curriculum/guides/science/index.html>

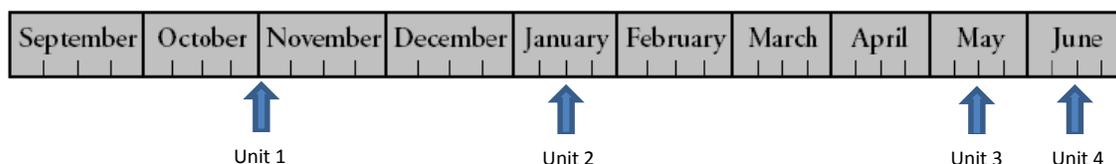
Science Resources and Support Documents - Senior High

<http://www.ed.gov.nl.ca/edu/k12/curriculum/documents/science/highschool.html>

Biology (McGraw-Hill Ryerson)

<http://www.mcgrawhill.ca/school/learningcentres/course/view.php?id=9780070916760/index.php>

### Estimated Completion



### Course Sequence:

#### Unit 1: Matter and Energy for Life (26h-24%)

Core Lab 1: *Caring for and using the Microscope & mini-lab observing Stained Cells*

Core Lab 2: *Osmosis in a Model Cell*

#### Unit 2: Biodiversity (32h-29%)

Core Lab 3: *Creating a Dichotomous Key*

Core STSE 1

#### Unit 3: Maintaining Dynamic Equilibrium I (42h-38%)

Core Lab 4: *The Effects of Stress on Blood Pressure*

Core Lab 5: *Measuring Respiratory Volumes*

Core Lab 6: *What's Here? Testing Macromolecules*

Core STSE 2

Core STSE 3

#### Unit 4: Interactions among Living Things (10h-9%)

Core Lab 7: *Sampling Hare Populations*

### Assessment and Evaluation: (Eastern Region)

In the Eastern Region Assessment in this course is governed by the *Assessment and Evaluation Policy* of the Newfoundland and Labrador English School District - Eastern Region. This policy and associated regulations are located under "I: Instruction" at <https://www.nlesd.ca/about/easternpolicies.jsp>. This section may change as the new NLESD Assessment and Evaluation policy is updated.

Evaluation is the process of analysing, reflecting upon, and summarizing assessment information, and making judgments or decisions based upon the information gathered.

<i>Tests/Quizzes</i>	25%
<i>Performance Assessment</i>	25%
<i>Midyear Examination</i>	15%
<i>Final Examination</i>	35%

The evaluation of the course shall reflect the percent unit allocations.

**Note:** All evidence of learning shall be considered when determining a student's final grade. Averaging shall not be used as a sole indicator of a student's level of attainment of the course outcomes.

**Assessment:**

Assessment is intended to inform instruction, provide feedback to students, and meet the needs of diverse learners. It is used for the purposes of grading, certifying, and promoting students. All assessments should be outcome-based and designed to test students' basic knowledge of content, their understanding and ability to apply content, and ability to synthesize and problem solve. Assessments should provide equal opportunity for all students according to their abilities, needs, and interests. As a result, teachers make adaptations to accommodate the diverse range of learners in their classes.

**Midyear Examination:**

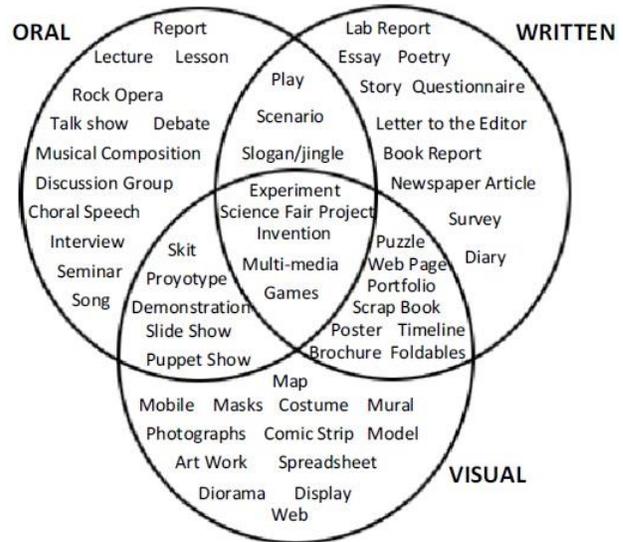
The mid-year examination tests all course outcomes to that point. It will include selected response (multiple-choice) and constructed response items and completed in a 2- hour time period.

**Final Examination:**

The final examination should test all outcomes from the course in a 2-hour time period. It should include selected response (multiple-choice) and constructed response items and contain 15-20% from core labs and STSE outcomes.

**Performance Assessment:**

Performance assessments should emphasize project-based learning and require students to show what they can do by using a wide variety of activities that permit students to have their learning styles addressed. Performance assessment should also include student self- assessments and rubrics.



Source: K. O'Connor, *The Mindful School: How to Grade for Learning* (Skylight Publications, 1999)