



McCreary School  
Semester 1 – 2024/2025  
Mrs. Lockhart

**Grade 11  
Biology**

### COURSE DETAILS

Course Code: 0124  
Course Name: BIO30S  
Credit Value: 1.0  
Prerequisite: Science 20F

### CONTACT INFORMATION

Room 14 McCreary School  
MS Teams: Bio 30  
Email: jlockhart@trsd.ca  
School phone: 835-2083

### COURSE TECHNOLOGY

Office 365  
MS Teams: Bio 30

### COURSE TEXTBOOK

Biology: The Dynamics of  
Life, McGraw Hill - Glencoe  
Science, 2004.

### SUPPLIES

- 2" – 3 ring binder
- Loose leaf
- Ruler
- Pens
- Pencils
- Erasers
- Highlighters

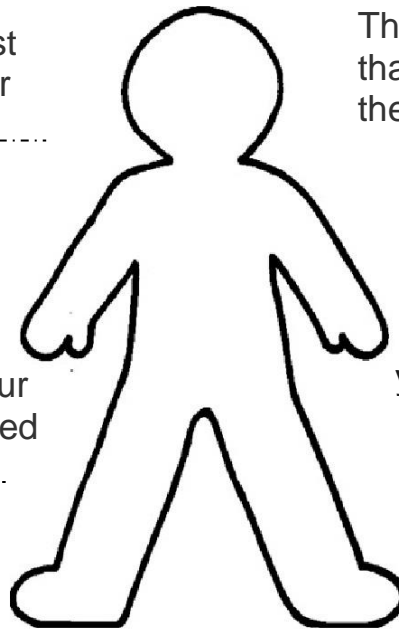
# Welcome to BIOLOGY

The tongue is  
covered in about  
..... taste-buds.

You produce about .....  
litres of spit in your lifetime.

The smallest  
bone in your  
body is .....

The only muscle  
that never tires is  
the .....



The entire  
surface of your  
skin is replaced  
every .....  
which put  
another way  
means you  
have about  
..... different  
skins in your  
life!

Did you know...  
Every organ you  
have two of,  
you only need one  
of to survive.

The small intestine  
is roughly ..... feet long.

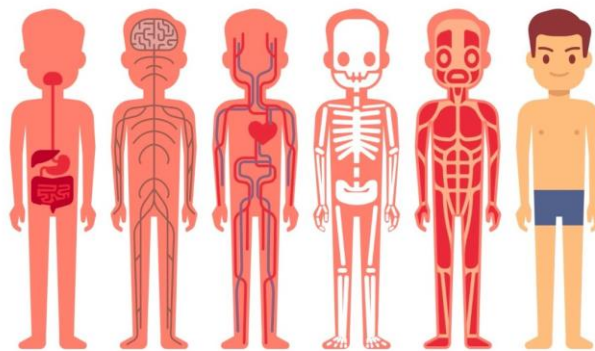
You are about  
..... taller in the  
morning when  
you first get up  
than when you  
go to bed.

Between birth and death, the human body goes  
from having ..... bones, to just .....

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## RULES & EXPECTATIONS

➤ Technology in the Classroom  
Students are encouraged to bring their school provided laptop with them to school every day. Laptops from the cart are reserved for younger students. Cell phones will not be permitted during class time.



➤ Homework  
You won't have homework every night, but when it is assigned it is expected to be completed on time. In order to get the greatest benefit from scheduled direct instruction, students need to be prepared, which means having assigned work completed.

➤ Incomplete and Late Work  
Work is to be completed on time and to the best of the student's ability. Late or missing assignments will be penalized as outlined in the school student handbook, "Upon teacher discretion a maximum of 5% may be deducted for every day the assignment is not turned in. If the assignment is not turned in after two weeks or at the start of a new unit, the assignment will receive a mark of zero."

➤ Re-writes for Test and Assignments  
Re-writes will not be available once a summative assessment has been graded and returned to students. If a student is unhappy with their grade they may meet with the teacher to discuss the possibility of completing an alternative assessment. The final decision is at the discretion of the teacher.

➤ Academic Dishonesty  
Academic dishonesty including (but not limited to) inappropriate collaboration, cheating, or plagiarism is a severe offence and will be dealt with according to the policy outlined in the school handbook.

➤ Student Lates & Absences  
Students who are late for class are asked to come in quietly without causing a disruption. Students who make a habit out of being late may not be allowed into the room if class has already begun.

If you are absent, YOU are responsible for finding out what you missed and making up all missed work. If you have an excused absence for the day of a test, please make arrangements to write it the day you return to school. If you skip a lab, test or quiz you will receive a zero.

➤ Extra help  
Arrangements can be made for in person extra help before or after school or during lunch hour. Students can also ask for clarification or feedback via email, MS Teams chat or discussion post, or schedule a Teams meeting.

## COURSE OUTLINE

Timeline	Unit & Topics	Unifying Concepts & General Learning Outcomes
<b>September</b>	<b>Unit 0: What is Biology?</b> <ul style="list-style-type: none"> <li>▪ Organization and Characteristics of Life</li> <li>▪ Review of Basic Chemistry</li> <li>▪ Science Methods</li> </ul>	<p>Several goals promoting the achievement of scientific literacy within Canadian science education were developed as part of the Pan-Canadian Science Framework.</p> <p>It is hoped that science education will:</p> <ul style="list-style-type: none"> <li>✓ Encourage students at all levels to develop a rational sense of wonder and curiosity about scientific and technological endeavors.</li> <li>✓ Enable students to use science and technology to acquire new knowledge and to solve problems, so they may improve the quality of their own lives and the lives of others.</li> <li>✓ Prepare students to address science-related societal, economic, ethical, and environmental issues critically.</li> <li>✓ Provide students with a proficiency in science that creates opportunities for them to pursue progressively higher levels of advanced study, prepares them for science-related occupations, and engages them in science-related activities appropriate to their interests and abilities.</li> <li>✓ Develop in students of varying aptitudes and interests a knowledge of the wide variety of careers related to science, technology, and support for the natural and human environments.</li> </ul>
	<b>Unit 1: Wellness and Homeostasis</b> <ul style="list-style-type: none"> <li>▪ Homeostasis and Negative Feedback</li> <li>▪ Cell Membrane and Transport</li> <li>▪ Energy (ATP)</li> </ul>	
<b>October</b>	<b>Unit 2: Digestion and Nutrition</b> <ul style="list-style-type: none"> <li>▪ Digestive System</li> <li>▪ Endocrine System</li> <li>▪ Nutrition</li> </ul>	
	<b>Unit 3: Transportation and Respiration</b> <ul style="list-style-type: none"> <li>▪ Blood</li> <li>▪ Circulatory System</li> <li>▪ Respiratory System</li> </ul>	
<b>November</b>	<b>Unit 4: Excretion and Waste Management</b> <ul style="list-style-type: none"> <li>▪ Excretory Structures</li> <li>▪ A Spotlight on the Liver</li> <li>▪ Urinary System</li> </ul>	
	<b>Unit 5: Protection and Control</b> <ul style="list-style-type: none"> <li>▪ Inflammatory and Immune Response</li> <li>▪ Lymphatic System</li> <li>▪ Nervous System</li> </ul>	
<b>December</b>	<b>Unit 6: Wellness and Homeostatic Changes</b> <ul style="list-style-type: none"> <li>▪ Homeostasis</li> <li>▪ Aging</li> </ul>	
<b>January</b>	<b>Flex Time</b>	

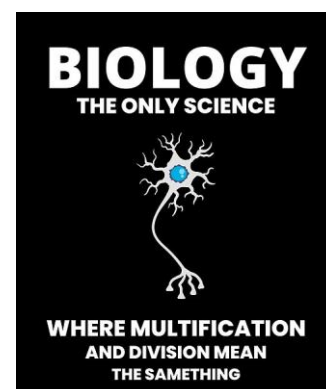


## SUMMATIVE ASSESSMENT for BIOLOGY 30

Topic	Item	Weight of Item Within Topic	Overall Weight
<b>Textbook Chapter Reviews</b>	Unit 0: Ch 1, 6.1 Unit 1: Ch 6.2, 7, 8, 9 Unit 2: Ch 35, 6.3 Unit 3 & 4: Ch 37 Unit 5: Ch 34, 36, 39	20% 20% 20% 20% 20%	<b>10%</b>
<b>Unit Test</b>	Unit 0: What is Biology Unit 1: Wellness and Homeostasis Unit 2: Digestion and Nutrition Unit 3: Transportation and Respiration Unit 4: Excretion and Waste Management Unit 5: Protection and Control	15% 17% 17% 17% 17% 17%	<b>40%</b>
<b>Choice Project #1</b>	This project will be completed with a partner. Together you will choose a topic related to one or more course outcomes. You will then research the topic and create something...	100%	<b>10%</b>
<b>Choice Project #2</b>	For this project you will work with a different partner, and choose a different topic and create something different...	100%	<b>10%</b>
<b>Final Exam</b>	Mrs. Lockhart's final exam is in January. Exam covers all material covered in the course.	100%	<b>30%</b>

### Behaviour Assessment

- Personal Management Skills - The student self-monitors own behaviors and personal growth, organizes for learning, contributes positively to the learning process and takes responsibility for work completion.
- Active Participation in Learning - The student participates actively in learning, is curious, sets learning goals, self-assesses, provides feedback, and uses feedback for improvement.
- Social Responsibility - The student demonstrates citizenship and social skills that contribute to making the classroom, school, and larger community a positive, safe and caring environment.



## A Letter to Parents – Biology 30S

Students are encouraged to speak to me directly as soon as any questions, concerns or problems arise. Parents are also encouraged to call or email anytime you'd like to express concern or request information regarding your child's progress in the course. On that note, there may be times when I have a concern that I would like to address prior to the next report card or progress report and email is the easiest way for me to do this. If possible, please provide me with your email address below. If you do not have an email, please provide a phone number that could be used to reach you during the day. I'm looking forward to a great year.

Mrs. Lockhart

**Once the student AND parent have read this course outline,  
complete the section below and return it to Mrs. Lockhart.**

Student's name \_\_\_\_\_

Student's signature \_\_\_\_\_

Parent / Guardian's name(s) \_\_\_\_\_

Parent / Guardian's signature(s) \_\_\_\_\_

Date \_\_\_\_\_

Parent / Guardian Email Address \_\_\_\_\_

Parent / Guardian Day-time Phone \_\_\_\_\_

Any initial comments or concerns \_\_\_\_\_

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