



## Communication Plan 2019 – 2020

### Biologie 12 Immersion

#### Teacher Information

Trevor Comeau

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758-4620

#### SUBJECT / COURSE:

Biologie 12 immersion is a course designed to help students learn the skills they will require as they move on to more advanced biology courses in post-secondary education. The aim of this course is to improve scientific literacy by developing inquiry, problem-solving and decision-making abilities in order for students to become lifelong learners. The purpose of the course is to explore the unity and diversity of living things. The underlying concepts that will be studied will aid the students to make connections between the units of study and will emphasize the impact of biology on technology and society as a whole. The course encompasses a variety of exercises and activities that combine a sound theoretical background and a hands on approach. Students will have the opportunity to apply concepts they have learned in a variety of settings, such as laboratory activities, in order to develop their skills with dissections, research, projects, and independent learning.

#### COURSE OVERVIEW:

##### **Unit 1: Maintaining Dynamic Equilibrium**

Cells, tissues, organs, organ systems, and ultimately organisms must maintain a biological balance despite changing external conditions. Homeostasis is the state of internal balance so critical to existence. It represents a dynamic equilibrium displaying constant interactions and checks and balances both within organisms and between organisms and their environment. There are a variety of systems within living things responsible for the maintenance of this delicate balance and this unit will identify and introduce the role of some of those plant and animal systems. The systems that will be studied include the nervous (electrochemical) and endocrine (chemical) systems.

##### **Unit 2: Reproduction and development**

Reproduction and development helps the students to understand the principles of how living organisms reproduce and develop at both the cellular and individual levels. The primary emphasis is placed on mammalian systems. Students should begin to appreciate the complexity and importance of reproductive technologies and be able to discuss and analyze from a variety of perspectives, the relative risks and the benefits these technologies create.

##### **Unit 3: Genetic Continuity**

Much of the structure and function of every living organism is determined by deoxyribonucleic acid (DNA). It is important for a scientifically literate person to understand principles and fundamentals about DNA: what it is; how it works; how and for what purpose humans are manipulating it; and why this major area of scientific and technological endeavor has dramatic implications for humans and planet Earth. This unit will provide the students with the basic information required for the comprehension of genetics.

##### **Unit 4: Evolution, change and diversity**

Evolution is a concept in biology that links yesterday with today. This unit focuses on the history, importance and mechanisms of the process of evolution and how a change in the DNA blueprint creates new traits that propel evolution. It builds upon what the students have learned about mutations and genetic variability and shows how these can lead to changes in species based upon natural selection. This unit also outlines evidence and arguments pertaining to the origin, development and diversity of living organisms on earth.

#### EXTRA HELP:

Extra help will be available on certain days at lunch and by appointment only. The students are to make an appointment when they feel extra help is needed in a certain area.

#### MATERIALS and SUPPLIES:

Teacher Notes. Textbook: Biologie 12 et Biologie 11. Website : <http://herhcomeau.weebly.com/>

A 3-ring binder for notes and handouts, pencils, eraser, pens, calculator, and loose-leaves are also **required**. Other items may be required to do projects or assignments.

#### EXPECTATIONS:

Students are expected to be on time and prepared for class and to respect and be courteous to all students, teachers and staff, as well as to the school.

Students are expected to take responsibility for their own learning such as seeking extra help when needed, getting caught up if absent, and getting any missed notes/handouts.

Students are expected to hand in assignments in paper format. Teachers are not responsible for printing assignments for students on the day they are due.

Students will be expected to have organized notebooks, as it will be used as a study guide for tests, quizzes and examinations. In addition to their notebooks, students will be responsible for homework assignments, projects, tests and quizzes.

Students are expected to behave in a professional manner in the lab at ALL times. They will also be expected to read the lab rules and sign a lab contract before any activities in the lab are performed.

The Classroom Cell Phone Policy will be defined by each classroom teacher. Students must be aware of classroom cell phone rules, adhere to those rules, and understand that breaking the rules may result in classroom consequences or office referrals. My classroom rules are:

- Cell phones and electronic devices are to be silent and out of sight (including headphones) in the classroom during instruction and group work.
- Students may use cellphones or electronic devices, with permission from the teacher, when doing independent work, to either listen to music or as an educational aid.
- Cell phones can NEVER be used for calling, messaging, social media or taking pictures/videos of other students or staff.

It is part of the French Immersion/Integrated French programs that students must use the French language for all communication in the classroom. Teachers in the HERH French Department will also be encouraging students to use the language outside of the classroom.

**English/French translators will NOT be tolerated and will be considered as plagiarism and will be dealt with according to the schools plagiarism policy!**

#### **COMMUNICATION:**

Report cards with comments regarding the progress of your son/daughter will be issued during the year. Please feel free to contact me at school by telephone or through E-mail at [comeaut@ccrce.ca](mailto:comeaut@ccrce.ca) should you have any questions or concerns related to your son's/daughter's progress.

E-mail will be the primary means of communication to the home, it is therefore very important you provide me with an email on the last page of this document and have your son/daughter return it to me as soon as possible. E-mails will be used to send reminders of late assignment deadlines, inform you of missing assignments and occasionally may be used for discipline issues or for positive feedback.

#### **ASSESSMENT / EVALUATION:**

Students will be assessed using a variety of methods in order to accommodate a variety of learning styles. I am of the belief that formative assessments lend to better results on a given summative assessment. A variety of formative assessment activities will be used during this course as practice and will not count towards a student's grade. These assessments should be valued as I will provide ongoing feedback through the use of these learning strategies.

Unit 1: Maintaining Dynamic Equilibrium	40%
Unit 2: Reproduction and Development	30%
Unit 3: Genetic Continuity	20%
Unit 4: Evolution, Change and Diversity	10% (Independent Research Project)

Semester work will be worth 70% of the final mark with the exam valued at 30%.

A student will be evaluated using formative assessments and three different levels of summative assessments. Formative assessments are small pieces of work used to give the students an idea if they have grasped an outcome and do not count towards their grade. Summative assessments are larger pieces of work that are used to evaluate the students understanding of the outcomes and are used to calculate their grade. The following are the summative assessment values used in each unit. The different value will be communicated to the students prior to completing the assessment.

**Weekly Quizzes & Reading Assignments (10%)** – The weekly quizzes will be every Monday, on material covered from the previous week. These quizzes will be similar to those in Biology 11, except students will not have access to notes and books, but can use one 3 x 5 index cards for notes. There will be 3 reading assignments.

**Quizzes, Projects, Labs and Lab Quizzes (30%)** – There will be 5 quizzes in the semester. There will be 3 projects (Research Paper, Presentation & the Evolution Independent Research Project (10%)). There will be 1 formal lab report and 2 lab quizzes.

**Tests (60%)** – There will be 1 test at the end of units 1, 2 & 3.



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### CONFIRMATION OF RECEIPT OF COMMUNICATION PLAN

In order to insure that both the students and the parents or guardians have received and read the communication plan, including the method of assessment/evaluation, I ask that you both sign this form and return it to me as soon as possible. I have also added a section for parents/guardians name, email and phone number so that I can be in contact with you regarding your son's/daughter's progress. This form will be saved for future reference.

We, the undersigned, confirm that we have received and read the communication plan for *Biologie 12 Immersion* offered by Trevor Comeau at Hants East Rural High School.

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

\_\_\_\_\_  
Date

\_\_\_\_\_  
Parent's or Guardian's signature

\_\_\_\_\_  
Date

#### Contact Information

Please provide an email and phone number which I can use to contact you regarding the progress of your son/daughter/ward.

Name of Parent(s)/Guardian(s): \_\_\_\_\_

\*\*E-Mail: \_\_\_\_\_

Home Phone: \_\_\_\_\_

Cell Phone: \_\_\_\_\_

\*\*E-Mail will be the preferred method of communication and will also be used to send home late assessment deadline reminders. Please print clearly to ensure emails are delivered.

***All Parents/Guardians are encouraged to set up a PowerSchool account if you have not already done so. By logging on to your own private online account, the PowerSchool student-parent portal will enable you to see attendance, grades, assignments, and teacher's comments. You'll be able to access the portal at home, work, school, or the public library - where ever there is Internet access. If you do not currently have PowerSchool access, please email [FarrelLE@ccrce.ca](mailto:FarrelLE@ccrce.ca) to receive your access information. Please provide your son or daughter's name in the email.***