**What is it?**

**Model used to assess and evaluate student’s understanding of key concepts.**

**What you need to know**

**Essential Learning Model**

**Biology 11**

Please keep this page close by throughout the semester, especially at the beginning as it is a great place to review terms and processes that are a part of the essential learning model used within the classroom. Remember that each classroom or learning community could possibly have different versions of the essential learning model.

**Goals of Model:**

1. To allow students to focus on essential concepts (outcomes).
2. Give students autonomy in deciding their level of involvement with the course.
3. Provide students with time to practice and redo essential outcomes until they are successful.

**Extension Outcomes**

* Extension = additional outcomes that allow students to further their expertise and understanding of the subject matter and are not considered necessary to passing the course.

**How will extensions be understood?**

* Some information may be delivered through day to day classroom material.
* Some will have to be learned during DSB, lunch time or independently.

**Essential Outcomes**

* Essential = must be completed as they are necessary to passing the course. They are deemed essential as they are required to further the course/subject area or are considered basic knowledge required for other subject areas.

**How will essential outcomes be understood?**

* **Day to Day Work**: lectures, individual/group work
* **Practice**: activities, worksheets, etc…
* **Check In’s:** formative assessment with feedback (value out of 4)
* **DSB/Extra Help**: work on further understanding of concepts

**Teacher Responsibilities**

* facilitate day to day teaching and practice of essential outcomes
* prepare opportunities for formative assessment of essential outcomes
* provide opportunities to learn extensions
* prepare assessments for essential and extension outcomes

**Benefits to the Student:**

* Focused number of outcomes
* Increased time
* Better understanding of key concepts
* Work at own pace/understanding
* Ownership of work

**Student Responsibilities**

* monitor understanding of current essential outcomes (get help when needed)
* keep record of which essential outcomes you have been successful on
* make time to understand and prove any missing outcomes

**Possible Student Struggles:**

* Keeping record of completed & incomplete outcomes.
* Taking responsibility for own learning.
* Learning to work independently.

**Essential Outcomes Can Be Met By:**

**1st Attempt** = unit test

**\*Any outcome recovery must be done outside of class time\***

**2nd Attempt** = conference with teacher for follow-up question(s).

**\*All additional attempts must be accompanied by time spent in DSB gaining understanding\***

**3rd Attempt** conference with teacher for follow-up questions.

**What do student’s marks look like?**

**Essential Outcomes = 60% of mark**

\*required understanding, Re-do available\*

* labs
* unit tests
* conferencing

**Essentials Exam = 20% of mark**

\*demonstrate mastery of essential outcomes\*

* Exam last week of semester

**Extensions = 20% of mark**

\*additional understanding, one time attempt\*

* Unit Extension tests
* Extension Exam (during exam week)

**Level 1 Credit Requirements:**

Students are able to acquire a level 1 credit if the following criteria is completed:

* form of intent to work towards a level 1 credit
* must complete a research paper
* presentation on a topic of learning
* throughout the semester provide 5 hours of tutoring during DSB or lunch in the presence of a teacher (tutoring can be completed in the following courses: grade 9 or 10 science, Biology 11 or 12, Chemistry 11 or 12, Hu
* man Physiology or Environmental Science
* all **level one extensions** must be attempted and passed in (these will be identified to you)