**2017-18**

**Course Title:** Human Anatomy & Physiology (Regular & Honors)

**Instructor’s Information:**

 ***Name*** — Mr. Tyner

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**Resources and materials needed for the class:**

***Text:*** Marieb, Human Anatomy & Physiology, 8th Edition

***Class Website: NSBHS website;*** and [*http://cuda-anatomy-physio.weebly.com*](http://cuda-anatomy-physio.weebly.com)

***Materials:* 1.5 inch, 3-ring, hard cover binder** is recommended – *with dividers (optional)*

 Colored pencils

 A&P Cornell Notes *(optional)* – provided for downloading/printing on class website - and copies in class

**Course Description:**

**Anatomy & Physiology** Credit: 1 Grade: 11 – 12 2000350 / MMF

Prerequisite: 2.0 in Biology 1 and Chemistry 1

This course provides exploratory activities in the structure and function of the human body. The content includes anatomical terminology, cells and tissues, special sensory organs, major body systems, homeostasis, and human disorders. Selected laboratory investigations include the use of the scientific method, measurement, laboratory apparatus, and safety. Preserved animal studies may be a part of the laboratory experience.

**Anatomy & Physiology Honors** Credit: 1 Grade: 11 – 12 2000360 / MMG

Prerequisite: 2.0 in Biology 1 or Biology 1 Honors and Chemistry 1

This advanced course provides exploratory activities in the structure and function of the components of the human body. The content includes anatomical terminology, cellular biology, histology, homeostasis, immune response, organization and interrelatedness of major body systems, sensory function, and human disorders. Laboratory investigations focus on the use of the scientific method, measurement, laboratory apparatus, and safety. Preserved animal studies may be a part of the laboratory experience.

**Course Objectives:**

 **GENERAL CONCEPTS & OBJECTIVES**

1. To identify and understand the anatomy and physiology of the human
2. To identify the basic anatomical terminology and directional terms used in locating anatomical structures
3. To identify the following structures, organs, and systems of the human anatomy with emphasis on complementarity of structure and function
4. External features
1. The structures and physiology of the cell
2. The organs that make up the thoracic and abdominal cavities
3. Structures making up skeletal tissue
4. Superficial and deep skeletal muscles

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**GENERAL CONCEPTS & OBJECTIVES** (*cont.)*

5. The structure of specific tissue types
6. Exocrine and endocrine glands

7. The structures of the nervous, circulatory, respiratory, and digestive systems 8. The structures of the sense organs

1. To identify the major organs, and the functions of those organs, of the eleven body systems:
        a. Skeletal
        b. Lymphatic
        c. Integumentary
        d. Cardiovascular
        e. Muscular
        f. Endocrine
        g. Nervous
        h. Respiratory
        i. Reproductive
        j. Urinary (Excretory)
     k. Digestive
2. To describe the nature of various diseases, and their diagnosis and treatment in modern medicine, with reference to a historical perspective
3. To describe the nature of the environmental pressures on the evolutionary development of the human
4. To describe the histology and physiology of the major organs of the body
5. To identify by name all 206 bones in the human skeleton, as well as all of the features that can be felt externally
6. To identify all the basic anatomical movements

 *10.* To identify the action, origin, and insertions, of all the muscles that can be felt externally

 *11.* To describe the nature of feedback loops and hormones in the regulation of the body

 *12.* To describe the interaction of the sympathetic and parasympathetic branches of the autonomic nervous

system

 *13.*  To identify the regions of the brain and the specialization of function associated with each region

 *14.* To illustrate the means by which sense organs gather information about the environment, and relay that

 information to the brain

 *15.* To identify the organs of the digestive system, the enzymes that work in each organ, the origin of those

enzymes and the specific organic molecules associated with each enzyme

 *16.* To describe and identify all aspects of the human reproductive process: gametogenesis, fertilization,

embryology, fetal development, labor, and delivery

 *17.* To identify the changes in the eleven organ systems as a result of aging, and the effect on the lifestyle of

theindividual

 *18.* To identify the major anatomical connections between each of the eleven body systems, and illustrate

theirphysiological implications

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**Instructional Methods:**

**Grades Based On:**

* Class Work/Assignments, Homework, Projects and Labs; Weighted 40%
* Weekly/Daily Formative Assessments: Quizzes; Weighted 40%
* Summative Assessments: Unit Tests; Summative Quizzes (partial unit tests); Weighted 60%
* Semester Exam\* (percentage designated) - \*when applicable
* EOC Exam\* (percentage designated) - \*when applicable

**Assessments: Tests & Quizzes**

You will have assessments based upon the subject of the current chapter material and any previous chapter’s concepts that carry over. These will include group and individual quizzes and exams, as well as task-oriented activities, all discussed in advance. All assessments will be based on class notes, homework, assignments, and reading of the textbook.

Tests (Summative) will be of 25 - 75 points, quizzes (Mini-Summative): 10 – 30 points.

Tests & quizzes will have both objective (matching, multiple choice, true/false, diagram labeling) and essay questions (1-2 paragraphs), and word pairs (using the 2 words in a sentence that not only defines the words, but also explains the relationship between them).

Formatives/Quizzes will not be made up if you miss one due to a class absence or late entrance. All missed formatives/quizzes will be assigned the percentage score that is later achieved on the chapter test. Zeros will be assigned to all missed quizzes if the chapter test is not taken by the make-up deadline. Any missed quiz may be viewed and/or answered and graded at any time, but will not be scored.

**\*\*Instructor’s policy in Anatomy & Physiology:**

*Students will be required to place all electronics, backpacks, purses, & etc - including cell phones, in the class secure zone on a daily basis, including testing days, and during re-takes and makes-ups of tests.*

**Formative Assessments:** Weighted 40%

Assessments for learning, used to determine what a student is learning and to adjust curriculum instruction. Examples would include homework and class activities that are used for learning and adjustment for curriculum instruction to ensure all students are prepared to pass the summative assessments.

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**Summative Assessments:** Weighted 60%

Assessments of learning, used to determine the student’s knowledge of content at a given period of time. Examples would include tests (chapter, unit, vocabulary, etc.) and semester exams that indicate the student’s mastery (proficiency) in the tested area.

**Portfolio/Notebook Requirement:**

* + - As part of the requirements of passing this course you will need to keep a portfolio, or notebook. This notebook should include any handouts or materials from class, graded work and assignments, and lecture, homework notes and any other designated material as the course progresses.
		- Your assigned text is your #1 source of reference in preparing and completing your class notebook and assignments.
		- Your notebook SHOULD be your #1 source of reference for preparing for all tests, and the semester exams.
		- Guidelines and requirements for your “notebook set up” will be discussed and detailed at a later time.

**Homework/ Classwork Policy:**

Students who are submitting late work (due to absence) have one day, or one day for each day absent (whichever is greater), to submit work unless the teacher determines there are extenuating circumstances which necessitate an extension. It will be a best practice for students to make up tests within a school week of the original assigned date unless the teacher determines there are extenuating circumstances which necessitate an extension.

**Intervention and Remediation:**

The focus of instruction should be on getting students to achieve their full learning potential.

* When students demonstrate a lack of proficiency on standards they must receive intervention(s), which may lead to assessment retakes or alternative assignments.
* When students demonstrate a lack of mastery on standards they may receive intervention(s) that require them to attend office hours on the 4 designated days each week. Office hours take place during the first thirty minutes of the lunch period on the four assigned days.
* Each 9 week grading period, students shall have the opportunity to retake at least one summative assessment. All retakes require that the student attend office hours for intervention assistance on the 4 designated days in order to retake a test during office hours. Additional retakes shall be determined based upon individual student data.

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**Grading Practices:**

Students and parents need timely and accurate feedback in order to effectively monitor learning progress.

* Best practice: Grade book should be updated weekly (except in the case of extensive assignments or unusual circumstances).
* When a student’s score on a retake is less than the original score, the higher score should be used. Scores should not be averaged.

Letter grades are a reflection of the student’s level of academic achievement on the courses’ performance standards as defined in the high school curriculum guides/maps. The following grade scale shall be used to determine a letter grade and the following quality point system shall be used to determine grade point average and honor roll:

|  |  |  |  |
| --- | --- | --- | --- |
| **Grade**  | **Grade Range**  | **Quality Points**  | **Description**  |
| **A**  | 90-100  | 4.0  | Outstanding Progress (Mastery)  |
| **B**  | 80-89  | 3.0  | Above Average Progress  |
| **C**  | 70-79  | 2.0  | Average Progress (Proficiency)  |
| **D**  | 60-69  | 1.0  | Lowest Acceptable Progress  |
| **F**  | 0-59  | 0.0  | Failure  |
| **I**  |  0.0  |  In progress toward grade level proficiency in skills and concepts  |

**Class Participation:**

All students are expected to take an active part in the learning environment of the classroom. This means coming to class on time and being prepared to learn.

**Academic Dishonesty:**

The Volusia County School Board’s Code of Student Conduct has defined Academic Dishonesty as a level II offense. Academic Dishonesty is defined as “Dishonesty, such as cheating, plagiarism, or knowingly furnishing false information to the school district. Such behavior may result in reduction in grades, classroom discipline as determined by the instructor, suspension or expulsion from school and/or school activities including student organizations.”