

Booker T. Washington High School

2015-2016 School Year

HUMAN ANATOMY AND PHYSIOLOGY COURSE SYLLABUS

Instructor: Candice R. Henry

Room: 3041 and 3018 Lab

Telephone No: 404-802-4663



Principal: Dr. T. Wilson

e-mail: cahenry@atlanta.k12.ga.us

Tutorial Schedule: Monday 3:45 – 5:00

Textbook:

Essentials of Anatomy & Physiology, Ninth or Eighth Edition, by Elaine N. Marieb

This textbook is a resource and supplement to everything that we do in class. Throughout the course as you learn and practice skills necessary for college success this text will be utilized for pre-reading/introductory exercises as well as homework and class-work.

Course description:

The human anatomy and physiology curriculum is designed to continue student investigations that began in grades K-8 and high school biology. This curriculum studies:

- structural organization of the human body
- needs and functional processes required to maintain life
- complementary relationship of structure and function
- essential role of homeostasis

Required Materials:

- 3 – ring binder specific for this course
- Notebook with tabs (tabs will be labeled by concept unit, multiple packs may be necessary)
- Notebook paper
- Functioning writing materials
- Essentials of Anatomy and Physiology Textbook

Evaluation:

Classwork/Science Writing/Participation/Notebook/Materials Check (Formative Assessment)	20%
Homework (Formative Assessment)	10%
Unit Tests and Exams (Summative Assessment)	30%
Topic Quizzes/USA Test Prep/Focus/Exit Ticket (Formative Assessment)	20%
Laboratory Experiments/Projects (Summative Assessment)	20%

Grading Scale:

A	100-90	Exceptionally Proficient
B	89-80	Moderately Proficient
C	79-70	Minimally Proficient
F	69 and below	Non-Proficient

Academic Honor Code:

All material submitted by a student must be the student's original work. Assignments are given to ascertain what you know. As you are completing your assignment you should either come away with the knowledge that "You Got This!!!" or with "Specific Questions", copying takes away from that experience and demonstrates your ability to mindlessly steal someone else's work. Stolen work is unearned work and will be considered missing until completed independently.

Pacing Guide:

Please use this as a tentative guide for instructional topics and sequencing.

Week	Unit	General Topics
1	Introduction to Anatomy	Classroom Orientation Pre-Test Learning Styles Inventory Laboratory Safety How to Track Your Data
2	Levels of Organization	Intro to A & P Prefixes, Roots, and Suffixes Characteristics of Life
3	Levels of Organization	Organization of the Human Body
4	Levels of Organization	Your Body as it Ages Types of Cells Types of Tissues
5	Support and Movement	Integumentary System Skin and its Tissues Skin Color
6	Support and Movement	Integumentary System Disease and Disorders
7	Support and Movement	Skeletal System Bones Structure Joints Joint Movement
8	Support and Movement	Muscular System Major Muscle Groups Muscle Movement
9	Integration and Coordination	Nervous System Neurons Membrane Potential Synapse
10	Integration and Coordination	Spinal Cord Brain
11	Integration and Coordination	Peripheral Nervous System Central Nervous System
12	Integration and Coordination	Autonomic Nervous System Somatic Nervous System
13	Integration and Coordination	Sympathetic Nervous System Parasympathetic Nervous System
14	Integration and Coordination	Senses
15	Integration and Coordination	Endocrine System Hormones Glands Males Versus Females: How are We Different
16	Transport and Absorption	Circulatory/Cardiovascular System Blood and Blood Cells Blood Groups and Transfusions
17	Transport and Absorption	Structure of the heart The path of circulation
18	Transport and Absorption	Lymphatic System Structure of the Lymphatic System Contents of Lymph Thymus and Spleen
19	Transport and Absorption	How the body Fights infection Immunity
20	Transport and Absorption	Digestive System Why we Eat
21	Transport and Absorption	Macromolecules Calories Vitamins and Minerals
22	Transport and Absorption	Respiratory System Why we Breath Gas Transport
23	Absorption and Excretion	Urinary/Excretory System Formation of Urine Elimination of Urine
24	Absorption and Excretion	Water Balance Electrolyte Balance Acid-Base Balance
25	Reproduction and Development	Reproductive System Male Reproductive System
26	Reproduction and Development	Female Reproductive System
27	Reproduction and Development	Pregnancy From Conception to Birth
28	Reproduction and Development	Genetics Aging
29-30	All Units and Standards	Dissection
31-33	All Units and Standards	Final Project
34	All Units and Standards	Post Test/Final Exam (Seniors finish Early)

Important Dates:

Deficiency Notices	Progress Reports	Report Card	Parent Conferences
<ul style="list-style-type: none">• 9/8/15• 11/11/15• 2/9/16• 4/27/16	<ul style="list-style-type: none">• 10/14/15• 3/23/16	<ul style="list-style-type: none">• 1/8/15• 6/13/16	<ul style="list-style-type: none">• 9/9/15• 11/11/15• 2/11/15• 4/25/15

Non-Negotiables:

1. Respect within the learning community must be maintained at all times!
2. One person talks at a time. Never talk while the instructor is speaking and while another student is presenting.
3. Be open to learning and a student of the world, as well as this class!
4. When you need help, ask! Do not drown unnecessarily.
5. 20/20 Rule
6. Appropriate language is required; the use of profanity has no place within the learning community!
7. No cell phone/electronic device usage or cell-phone/electronic device charging during class.
8. Water is the only beverage that can be consumed in class.
9. Laughing is for jokes and is not permitted when mean-spiritedly directed at members of the learning community.
10. Always be a little kinder than necessary.

Policies Procedures and Expectations:

Standards of acceptable work

All submitted work should be completed on loose-leaf paper in blue/black ink or pencil when necessary. No work will be accepted that is sloppy or on other types of paper. All students must use neat handwriting for all assignments. Moreover, assignments must be free of scratch outs and headed appropriately. Heading should be located in the upper right hand corner of paper and include the following: 1st line: Name, 2nd Line: Date, 3rd line: A & P /Period or Class Section, and 4th line Assignment Title

Graded Assignments

Students are expected to complete all assignments as they move from emerging proficiency to mastery level of the content we will be learning in Anatomy and Physiology. However, graded assignments will be a survey of what has been assigned, focusing on effort, completion and/or correctness.

Hall Pass

1. Hall passes will not be issued the first 20 minutes of class, last 20 minutes of class, or during instruction.
2. All restroom, water, and personal needs should be taken care of during the exchange of classes. However, students may utilize the hall pass 4 times in a semester. You will be issued a Bathroom Pass that is worth 100 bonus points; every time you use the pass you deduct 25 points. If you do not have your pass you may NOT use the restroom.

Class Preparedness

The ringing of the tardy bell signals the beginning of class. At that time, all pencils should be sharpened, pens taken out, paper/notebook should be on the desk, and students should be working on the focus for the day. We operate within a **no-excuses** classroom/learning environment, so as long as you ask before class begins you may receive any materials that you need. Pen and pencils can be found at the front of the class in the bins above the book case; loose leaf paper can be found in the highlighter bin. ***Only take what you need so that our resources last until the last day of school.

Class Dismissal

The ringing of the bell at the end of the period only suggests the ending of the class period. Students should remain seated until the instructor dismisses the class. Class is dismissed with the saying of our class motto, "Always be kinder than necessary" and my farewell greeting to you.

Late Assignments

Missed assignments will be coded in infinite campus as such, resulting in a grade of zero for that assignment.

However, students who fail to submit their assignments by the deadline have a 3-day grace period to submit the assignment at which time a loss of points will be compounded;

- maximum points available if assignment is one day late 89%
- maximum points available if assignment is two days late 80%
- maximum points available if assignment is three days late 70%; etc...

Assignments beyond 3 days late can be made up by completing a USA Test Prep practice assignment for the same standard that was covered.

Tardiness

Being on time to class is extremely important. As such the tardy policy is you will not receive permission to leave class on a day that you have arrived to class tardy. If we have completed any type of "on-time" focus activity by the time that you enter class you will be unable to make-up the assignment.

Laboratory Safety

Anatomy and Physiology is a laboratory involved science. Safety is strictly enforced. Any playing and loud talking during an activity or lab will result in a grade of zero on the assignment and a parent conference before the student may participate in subsequent laboratory activities.

Missed Assignments

It is the responsibility of the student to retrieve missed assignments. Copies of handouts passed out during an absence can be found in the 16-cubby located in the far right window. They will remain there until the start of a new unit. Students have 3 days to complete missed assignments due to an excused absence, please write late due to absence on documents turned into the inbox to ensure you receive all points possible.

Cell Phone Policy

Cell phones are not to be seen or heard during instructional time from 8:30 – 3:30. Your focus and attention should remain on gaining knowledge and acquiring skills practiced in the learning environment. Cell phones may be used as an instructional tool, however, if it is in use inappropriately it will be confiscated and the Atlanta Public Schools cell phone policy will guide the subsequent procedure for consequences.

Academic and Behavioral Expectations

1. Students will follow the guidelines outlined in the student handbook.
2. Timely entrance to class is expected, as well as consistent attendance.
3. Students will respect themselves, their instructor, and classmates in their behavior and conversation.
4. Students will use kind words that help and uplift when speaking to others.
5. Students will come to class prepared every day with their focus on learning and being an asset to the classroom community.
6. Students will come to class prepared every day with all required materials.
7. Students will behave in a manner to facilitate the clear exchange of all thoughts and ideas.
8. Students will remain in their seats until permission is given.
9. Students will maintain all laboratory safety procedures.
10. Students will maintain appropriate sound levels for all class activities.
11. Students will give their best effort on all assignments.
12. Students will not eat or drink in class.
13. Students will use appropriate language in the classroom.
14. Students will ask questions when they do not understand to maximize their level of success.
15. Students will only attend to classroom activities while they are in class.

Consequences:

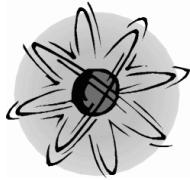
My goal is to treat all students like the young adults that they are; preparing them to enter society as well adjusted and well-mannered students of the world. As such my expectation is not to spend class time reiterating the academic and behavioral expectations. However, in such rare cases where there is a need the following consequences will be followed for minor infractions:

- 1st Infraction- Verbal Warning
- 2nd Infraction- Parental Phone call
- 3rd Infraction- Parent Phone call and Detention
- 4th Infraction- Disciplinary Referral and Parent Conference

*** Major infractions will result in an immediate discipline referral.

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Parent/Student Acknowledgement



By signing below you agree that you have read and understand the structure of the course and the evaluation procedures. In addition you also acknowledge that you understand that the expectations in the classroom and laboratory environment are important to you, your safety and the success of your education, as well as the consequences of inappropriate behavior.

Student Name (printed): _____

Student Signature: _____ Date: _____

By signing below you agree that you and your child have read and understand the structure of the course and the evaluation procedures.

Parent Name (printed): _____

Parent Signature: _____ Date: _____

Please sign and return.