Course Description: The human anatomy and physiology curriculum is designed to continue student investigations that began in grades K-8 and high school biology. Areas of study include organization of the body; protection, support and movement; providing internal coordination and regulation; processing and transporting; and reproduction, growth and development. The course integrates careers related to medicine, research, health-care and modern medical technology and utilizes case studies concerning diseases, disorders and ailments.

Standards: Course Standards can be found at https://www.georgiastandards.org/standards/Georgia%20Performance%20Standards/HumanAnatomyandPhysiology-Approved2006.pdf and will be included on each unit newsletter

Learning Resources/Textbook(s):
We will be utilizing various resources including ITSLEARNING, interactive websites and a classroom set of textbooks, as well as a new ONLINE TEXTBOOK!!

Body Structures and Functions, 12th Edition
Ann Senisi Scott; Elizabeth Fong

Additional supplies: Pens, pencils, colored pencils, paper, 2 inch three-ring binder for ANATOMY ONLY, loose leaf paper, composition notebook, notecards, and a portable USB drive to use to save work done in or out of class. A basic calculator and highlighter would also be useful.

Required Assignments: There will be at least 7 unit tests during the course, as well as various performance based assessments that require writing, research, and creativity. The number of formative grades such as quizzes, homework, etc. will be determined during the course of the school year. Homework works on a ‘homework check’ basis where one double formative grade is put into the grade book for every ten assignments.

Availability for Extra Help: I am available every morning from 7:45 to 8:15 (except Wednesday when I have duty), during Instructional Focus (Instructional Focus—this is a GREAT time for small group help; ask me for a pass!), or other times by appointment. My planning periods are 1st and 5th period.

Makeup Work: All missed work and assessments are the responsibility of the student when they are absent from school. A student who is absent on the class day before a regularly scheduled assessment will be responsible for completing the assignment on the regularly scheduled day and time. Students who have been absent more than two consecutive days (including the assessment day) will be given five (5) school days to make up the assessment and/or other assignments. This does not include major projects, research papers, etc., where the deadline has been posted in advance. It is the student’s responsibility to see the teacher before, or after, class to request or submit late assignments when absent. The teacher has the discretion to grant a longer period of time to make up work if there are extenuating circumstances. Please come talk to me if this applies to you!

Long-term projects must be turned in on the previously scheduled date. If a student is absent on that day, they must turn in the project the day they return to receive full credit. For every day late thereafter, their highest possible
grade will be a 70. A course calendar and any handouts given out in class will be posted on ItsLEARNING. We will also utilize ItsLEARNING as a communication resource. Below is the website where these resources can be found: www.itslearning.com

Late daily assignments can be turned in for a possible grade of a 70 until the summative test on that unit. Once that unit test is over, no daily (formative) assessments will be accepted!

Grading Calculations:
Course Average = 50% (1ST Sem. Course Work) + 50% (2ND Sem. Course Work)
1ST & 2ND Semester Course Work = 75% Summative + 25% Formative

Grading Policy:
A = 90 – 100
B = 80 – 89
C = 70 – 79
Failing = Below 70

* Formative grades are assignments such as homework, class work, quizzes, drafts or portions of essays, projects, research papers, and presentations. They provide practice while learning. These assignments, observations, and conversations are used to inform both the teacher and student about the learning process and lead to potential success on summative assessments. They count as 25% of each semester average.

* Summative grades are assignments/assessments such as unit tests, projects, essays, research papers, and presentations which may integrate multiple standards. These grades reflect student mastery of standards after the learning activity is completed and count as 75% of each semester average.

* Work Habits are behaviors that have the potential to increase academic achievement, promote lifelong learning, and foster personal accountability. (Grading Scale (1-3): 1 = Does Not meet, 2 = SUCCESSFUL!, 3 = Exceeds expectation)

Responsibility (RE), Participation (PA), Assignment Completion (AC), Interpersonal Skills (IS)

Exam Exemptions:
Any student desiring to exempt their final exam must have a 90 overall average in their semester, or yearlong course to exempt the final exam in that course.