

Instructor: Ms. Emily Schroeder
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Tutoring: Most days lunch
One on One tutoring: by
appointment

Saint Patrick Saint Vincent High School Anatomy and Physiology Syllabus

Anatomy and physiology is the study of the fascinating world of the human body. Whether you are planning a career in health care, athletics, general science, or planning an expedition to Mt. Everest, you will learn information pertinent to your goals in life. This class will show the precision of the interconnectedness of the human body systems and provide you tools to understand the amazing relationships that exist within your own body.

Anatomy: Deals with the structures of body parts

Physiology: Considers the functions of these body parts

Textbook and Other Required Materials:

- 1) Hole's Human Anatomy and Physiology Textbook (9th edition, 2002) (Class set provided)
- 2) Hole's Human Anatomy and Physiology Laboratory Manual
- 3) Three-ring binder and paper to neatly keep homework, worksheets, and quizzes for further exam study (can be a shared binder)
- 4) **Marbled Composition Notebook** to keep notes and homework organized (Teacher provided for \$1)
(100 sheets, 9 ¾ X 7 ½)
- 5) Pen and Pencil daily (optional colored pens for notes)
- 6) Blank notecards for vocabulary and flashcards and an organization method to keep them orderly (there could be up to 75/chapter)

Course Overview: BIG IDEAS

- 1) Students will learn concepts, applications, relevant issues, and history of Anatomy and Physiology.
- 2) Students will perform experiments and understand Anatomy and Physiology as a laboratory science.
- 3) Students will understand and develop their critical thinking skills in problem solving using scientific methods of evaluation, experimentation, and observation.
- 4) Student will relate material learned in class to real-life situations and begin to understand the interconnectedness of the human body.

Saint Patrick Saint Vincent High School Student Goals: ESLRS

In an effort to create well rounded students, both academically and socially, SPSV focuses on the following Expected School-wide Learning Results, the ESLRs: Effective Communicators, Complex Thinkers, Quality Producers, Men and Women of Character and Compassion.

In the classroom, students are expected to grow as individuals, communicate clearly and effectively, think in groups and on individual assignments, produce work that is of the highest quality, and be a person who is willing to participate in the school and be a supportive member of the community.

Individual Student Goals

Class Preparation: Students are required to come to class prepared to work. This includes having read the text before doing the homework problems, completing the nightly homework, bringing proper materials to class (as per list above), showing a willingness to use classroom instruction time, and cooperating with fellow students.

Class procedure: includes homework review, presentation and discussion of new material, and laboratory practice and application. Students are expected to read the text before doing the homework problems. They will benefit from taking good notes and participating in class discussions. Working solutions on the board and at the desks will engage students in the learning process.

Group Learning: There are a range of student abilities and talents, and cooperative learning becomes an important resource for all students. Students will be working as groups in the laboratory with potentially hazardous or corrosive materials. Because of this, a high degree of self-discipline is required to maintain a safe learning environment. A laboratory safety contract will be strictly enforced.

Classroom Procedures

1. BE HERE NOW
2. Respect your classmates, keep hands, feet, objects to yourself.
3. Follow all rules outlined in the SPSV Handbook
4. Follow all lab safety rules

Behavioral Expectations/Consequences

Anatomy and Physiology is a lab science class and therefore it is expected that students in this class will enter with a positive attitude, anxious to learn. Students are expected to behave according to all SPSV guidelines and the SPSV Honor Code. Safety is a major concern in any science lab. The equipment and chemicals, when properly used, pose no threat to life or limb. Judicious adherence to rules and common sense involving equipment used in experiments and equipment in the room is a primary requirement of this class.

Any rule or behavioral violations are first greeted with a warning. Second offenses will lead to lab clean-up duties during lunch. Third offenses earn a detention handled by the dean's office. If the behavior is careless, dangerous or disrespectful, the teacher may decide that the safest situation is to send the student directly to the dean's office.

Grading Rubric for student learning:

The "A" Student

*Consistently superior comprehension and performance on assessments
Exhibits work with exceptional insight or special creative talents
Tends toward self-direction in activities and participates in class activities as listener, questioner or commentator
Completes all assignments*

The "B" Student

*Consistently strong comprehension and performance on assessments but
may have difficulties synthesizing concepts
Work is consistent but offers little insight or special creative talents
Shows occasional initiative but tends to rely on teacher direction
Participates in class activities as listener but is a less frequent questioner or commentator
Completes all assignments*

The "C" Student

*Inconsistent or fair comprehension and performance on assessments Difficulties applying and synthesizing
concepts
Generally addresses the explicit but seldom offers little insight or special creative talents
Relies on teacher direction
Participates in class primarily as a listener
Usually comments only if questioned
Completes most assignments*

The "D" Student

*Minimum comprehension and performance on assessments
Often misses explicit relationships
Relies on teacher direction
Participates in class primarily as a listener
Comments only if questioned
Fair number of assignments are missing*

GRADE COMPOSITION 1st quarter = 40% 2nd quarter = 40% Final Exam = 20%

Unit Exams Exams will be administered at the conclusion of each unit and will require advanced preparation and study. Completing homework, taking notes, and collaborating on lab experiments will help immensely for studying for an exam. Additionally students may benefit by working together in study groups to review exam material and attending a weekly tutoring session. Exams will assess students in a variety of formats (multiple choice, mathematical problem solving and essay) and will require students to employ recognition of vocabulary, application of concepts, and synthesis of ideas. . If you have a foreseeable absence (ie. Sporting event, doctor's apt, trip) on an exam day, you must inform me and plan an alternate exam time. If you do not, you may be unable to take the exam and will receive a zero. You may not take an exam for credit after I have returned these to the class for review. If absent on the day of the exam, you will have the amount of days missed to make up the exam. The teacher will keep all exams for corrections and review at the end of the semester. Exam cannot leave the classroom.

Quizzes Quizzes will review material from problem sets and laboratory. If you have a foreseeable absence (ie. Sporting event, doctor's apt, trip) on a quiz day, you must inform me and plan an alternate quiz time prior to leaving school. . If you do not, you may be unable to take the quiz and will receive a zero. You may not take a quiz for credit after I have returned these to the class. Quiz corrections must be completed for homework the day the quiz is handed back in order to earn back half the points lost. **All questions and work must be written out on the back of the quiz or on a stapled piece of paper.**

Laboratory/Project Lab exercises will occur most weeks with a pre-lab or reading to be completed prior to lab in the lab manual. A pre-lab quiz may be given to judge student readiness and awareness of the experiment. A passing score on the pre-lab quiz will allow the student to participate in the exercise. Upon completion of a lab, the post lab report must be completed in the lab manual for a possible grade and to study. A formal write-up may be assigned showing analysis using both qualitative and quantitative criteria. Laboratory reports will be turned in typed following the format provided by the teacher. Experiments must be reproducible. They should fail the same way each time. If you have a foreseeable absence (ie. Sporting event, doctor's apt, trip) on a lab day, you must inform me and plan an alternate time prior to leaving school. In the event that you miss a laboratory due to illness, the scheduled time for lab make-up will be discussed with the teacher. You are responsible for talking to the teacher and possibly finding a lab partner to help. Projects will be assigned at various times in the semester for students to learn material in a hands-on manner with required research. During projects, students will be assigned to work individually or within a group to complete the project. Details and grading rubrics will be provided with enough time for students to complete the project.

Homework/Notebook Students will have nightly homework that covers material for the quizzes and exams that should be written and solved in the portfolio. All assignments will be written on the classroom board as well as listed in Powerschool. Students should be prepared with problems complete or at least tried upon coming to class. If a student does not understand a question, they must write out the problem/question and ask questions the next class day. You should expect, on average, to spend 30-60 minutes with homework each night. In the event your homework is not complete, you will receive zero credit, or in your notebook, you will receive half credit. Upon completion of the assignment (prior to the unit exam), you can receive half credit and if transferred into your notebook, you will receive full credit. Here in California, when a bridge falls down, we know it must be San Andreas' Fault! If absent, students are responsible for getting their make-up work from fellow students or the teacher. Powerschool may not always be the most accurate especially for class work and notes. The portfolio notebook will be collected for check-ups at various points in the semester.

Final Exam A comprehensive final exam will be given to all students at the end of each semester. Biology is cumulative in nature and will apply previously learned skills throughout the course. This will make up 20% of the final semester grade.

Enrichment Enrichment opportunities will appear various times in the semester. These opportunities allow students to go beyond the regular course work and enrich their knowledge in the ever changing and developing science world. After a student has completed the required news event presentation, they may find another news article or television show that pertains to our class topic at the time and write up a one page summary explaining significance of their finding and may present to the class if time permits. A student can have **no more than 3 missing assignments** to have this opportunity. Students who have missed assignments must turn them in completed for zero credit to have this option. **Attending tutoring sessions will give the student 2 enrichment points each time.**

Attendance: In the event of a foreseeable absence (ie. sports, appointments), **I expect the student to inform me *prior to their absence from class. Since you will be on campus to participate in sports activities, school events (ie. liturgy, rally set-up), co-curricular activities, and fieldtrips, you must turn in the assignment due while still on campus prior to leaving.*** For planned absences, the student should be prepared with missed work on his/her return to class. For unforeseen absences, all work, quizzes, and exams must be complete in the same number of days the student was absent. (ie. A student misses Monday and Tuesday, they have until class Friday to get the work in, non-class days count, must check in with teacher even if there is not class that day)

Anatomy and Physiology

Ms. Schroeder

Please go to spsvteachers.org and read the entire syllabus! There will be a quiz on the material.

Anatomy and Physiology Year at a Glance

1 st Semester	2 nd Semester
Chapter 1: Introduction to Human Anatomy and Physiology Chapter 2: Chemical Basis of Life Chapter 5: Tissues Chapter 6: Skin and the Integumentary System Chapter 13: Endocrine System Chapter 10-11: Nervous System Chapter 12: Somatic and Special Senses Chapter 22/23: Reproductive System/Development	Chapter 7: Skeletal System Chapter 8: Joints of the Skeletal System Chapter 9: Muscular System Chapter 17: Digestive System Chapter 20: Urinary System Chapter 14/15: Blood & Cardiovascular System Chapter 19: Respiratory System Chapter 16: Lymphatic System and Immunity

Students and Parents/Guardians:

In an effort to support Saint Patrick Saint Vincent High School and our global community’s awareness of waste, Ms. Schroeder’s Anatomy and Physiology class syllabus is online and can be downloaded or printed and read at

_____.

After completion of reading the syllabus document, please sign the following form and return to Ms. Schroeder by **Friday, August 24, 2012.**

Academic Honesty:

As stated in the Parent-Student Handbook, any sort of infraction will be taken seriously with subsequent consequences.

SPSV Honor Code

Every member of the St. Patrick-St. Vincent High School community strives to live by the letter and the spirit of the SPSV Honor Code:

As a member of the St. Patrick-St. Vincent High School Community, I promise to aspire to the highest level of personal and academic integrity. I will work toward building an environment of trust and mutual respect in all that I do. Furthermore, I commit myself to truth (Veritas), avoiding dishonesty in both academic work and in personal encounters. I will always endeavor to create an atmosphere of peace and tolerance, with respect for others and their ideas.

For any further guidelines or policies not mentioned in Ms. Schroeder’s syllabus, I follow those that are stated in the *Parent-Student Handbook*

By signing this document, I understand the policies and procedures to be a successful student of Anatomy and Physiology.

STUDENT SIGNATURE: _____ **Student Name Printed:** _____

By signing this document, I have read and support the teacher and my child in their efforts to have a successful year in Anatomy and Physiology.

PARENT SIGNATURE: _____

Parent questions or concerns: