

**NOUVEL CATHOLIC CENTRAL HIGH SCHOOL**

**GENERAL ANATOMY AND PHYSIOLOGY**

**COURSE SYLLABUS**

<b>COURSE DESCRIPTION:</b>	<p>This course is for the 11<sup>th</sup> or 12<sup>th</sup> grade student to explore how the human body is put together and how it works to keep humans functioning. The class will also be looking at how and why things can go wrong and what the consequences may be as a result. Some of the topics that will be covered (not necessarily in order) include:</p> <ul style="list-style-type: none"><li>• Different types of tissues</li><li>• Basic anatomical terminology</li><li>• Skeletal system</li><li>• Muscular system</li><li>• Cardiovascular system</li><li>• Nervous system</li><li>• Digestion</li><li>• Respiration</li><li>• Diseases and abnormalities</li></ul> <p><i>Prerequisite: Successful completion of one year each of Biology and Chemistry.</i></p>
<b>MAJOR COURSE GOALS:</b>	<p>Upon successful completion of this course, the learner will:</p> <ol style="list-style-type: none"><li>1. Be able to differentiate between types of tissues and their main components</li><li>2. Be able to identify major muscles and their actions</li><li>3. Be able to identify the bones in the skeletal system</li><li>4. Understand the role of major organ systems in the healthy functioning of the human body</li><li>5. Be able to explain how each organ system depends on and supports the others</li><li>6. Understand how injury and disease affect the body and how the body works to heal itself</li></ol>
<b>COURSE ASSESSMENT PLAN:</b>	<ul style="list-style-type: none"><li>• Daily work includes whole-class lecture and discussion, partner work on the Maniken™, and individual work/activities. Homework will most often be from the student workbook.</li><li>• Grades are determined based on the student’s participation in the process of building structures on the Maniken™, homework, written and oral quizzes,</li></ul>

	<p>tests, and projects (see “Major Course Projects and Instructional Activities” below).</p> <ul style="list-style-type: none"> <li>• The number of assignments will differ depending on the current subject of study, but in general the student can expect at least 2-3 assignments (in-class or homework), in-depth work on the Maniken™, and a quiz or test covering each topic.</li> <li>• Approximately 60% of the grade is work on the Maniken and other homework, approximately 40% of the grade is tests and quizzes. <ul style="list-style-type: none"> <li>○ <i>These percentages vary slightly from one marking period to the next.</i></li> </ul> </li> </ul>
<p>SUPPLIES AND MATERIALS NEEDED:</p>	<ul style="list-style-type: none"> <li>• <b>General</b>—Spiral notebook and pen (blue or black) or pencil for note-taking, folder, colored pencils (a set of 24 is ideal)</li> <li>• <b>Texts</b>—A classroom set of textbooks is kept in room 104 and the student may check out a book at any time.</li> <li>• <b><i>Workbooks are required and will be provided to students once school starts.</i></b></li> </ul>
<p>EXTRA HELP:</p>	<p>Extra help is available before school (most days) and after school by appointment. Many questions can also be answered via email. If the student need help with anything, do not wait until the last minute to seek it out!</p>
<p>INSTRUCTIONAL PHILOSOPHY:</p>	<p>Every student learns in a different way, and every effort is made to make sure every student has an opportunity to operate within their comfort zone while still stretching and pushing the student to do something new and different. Flexibility is a critical skill for the student to learn. The goal for this course is to give each student a working understanding of how their body works. The typical General Anatomy student may not be considering a career in health care, but many of them are athletes and all of them have a body. The more they know about how it works, the better.</p>
<p>MAJOR COURSE PROJECTS AND INSTRUCTIONAL ACTIVITIES:</p>	<ul style="list-style-type: none"> <li>• <b>Maniken™</b>—Beginning in October, building structures on the Maniken™ is the daily instructional activity in this class. Students are to come prepared to work on their models every day. It is a very powerful learning tool for the student to see the Maniken™ “come to life” over the course of the year in all of its three-dimensional beauty and to know that he/she is the one who made it happen. (<i>Major course goals #2, 4, 5</i>)</li> <li>• <b>Research paper</b>—A research project <i>may</i> be assigned in order to further the student’s understanding on a particular topic. Topics may include (but are not limited to) diseases or genetic disorders that affect a particular system of the body, how traumatic injuries affect the body, nutritional content of</li> </ul>

	popular foods (Taco Bell, Monster energy drinks, etc), or new/innovative treatments that are being developed. <i>(Major course goals #2-6)</i>
CLASSROOM EXPECTATIONS:	<p>Everything that is expected of the student can be summed up in three simple statements:</p> <ol style="list-style-type: none"> <li>1. Be respectful of yourself and others.</li> <li>2. Be respectful of any and all materials found in the classroom and in the possession of yourself or others.</li> <li>3. Do as the teacher requests to the best of your ability.</li> </ol> <p>Failure to abide by these guidelines will result in verbal reprimand, detention, or removal from class, depending on the severity and/or repetitive nature of the offense.</p>
HOMEWORK POLICY AND GRADING SCALE:	<ul style="list-style-type: none"> <li>• <b>Grades</b> are calculated based on a point system. In addition to homework, tests, quizzes, and projects, students will also be graded on the structures they build on their Maniken™.</li> <li>• <b>Late work</b>—Homework is expected to be turned in on time and be of high quality. In alignment with Science Department policy, homework will be accepted one day late for a maximum of half credit.</li> <li>• <b>Extra credit</b>—The student will have an opportunity to earn a few extra points each quarter. The student is to find science news articles from a newspaper or a source such as <a href="http://www.sciencedaily.com">www.sciencedaily.com</a> and write a short summary of the article. The article and the summary must be turned in together for a maximum score of two points per article. The student may do more than one article per quarter as the total number of points allowed will vary by quarter. No magazine articles will be accepted.</li> <li>• <b>Letter grades</b> will be determined according to the scale published in the Student Handbook.</li> </ul>
<b>CONTACT INFORMATION:</b>	
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	<i>Email is the most efficient mode of communication.</i>