



Roosevelt High School



WELCOME TO ANATOMY & PHYSIOLOGY!

SYLLABUS

School Year 2021 - 2022: DP Course

Teacher: Kari Anderson Slade

Email: kari.slade@mpls.k12.mn.us

Google Voice Phone Number: 612-440.8834

Days/Times of Class: Mondays, Tuesdays, Fridays (2:10 PM - 3:00 PM), Wednesdays (1:30 PM - 3:00 PM)

Google Classroom Class Code: 2gj2yfc

Course Overview:

Anatomy & Physiology is a year long elective course at Roosevelt that is part of the Health Career's Pathway. This course will help you understand the human body's systems and structures and how they interact. Anatomy focuses on the location of structures within the human body while Physiology studies the functionality of those structures.

Many of you will be taking this course because of your interest in joining the health careers field. Others of you will be taking it to help build your high school resume or transcript. No matter the reason, this course will be a true test of your knowledge and work ethic that must be taken seriously. You must remain productive with your time inside and outside of the classroom. There is an opportunity to earn articulated college credits honored by Anoka & Hennepin Technical Colleges for the course, as long as exam scores meet the requirements throughout the year.

The instructor will have PowerPoint presentations prepared for each unit/body system to help you study for exams. You must stay caught up in class because the information builds on previous units/body systems covered. Therefore attendance for this class is crucial. At a minimum, you are responsible for the learning targets/objectives that you will be tested on at the end of this course using Precision Exams. Following the learning targets/objectives will be the best way to study for exams. If you ever have any questions regarding the class work or assignments please refer to the contact information for the instructor and Google Classroom information listed above.

GRADING

8- Point Grade Scale (Work that is graded for accuracy)

7-8 = A = Work consistently is Extended & Innovative

6 = A- = Work consistently is Extended & Innovative

5 = B = Work consistently is Accurate & Proficient

4 = C = Work mostly is Adequate & Inconsistent

2-3 = D = Work is Developing, Limited & Partial

0-1 = F = Work is Incomplete, Unacceptable, Inaccurate or has Insufficient Evidence

A	>	86%
A-	=	75 – 86%
B+	=	71 – 74%
B	=	66 – 70%
B-	=	63 – 65%
C+	=	59 – 62%
C	=	54 – 58%
C-	=	50 – 53%
D+	=	44 – 49%
D	=	31 – 43%
D-	=	25 – 30%
F	<	25%

Homework Checks- 2- Point Scale

(Based on completion/practice, not accuracy)

2 = Complete with academic integrity

1 = Partially Complete with academic integrity

0 = Not Turned In or Incomplete

Grade Categories:

Summative Assessments 80% (60% exams, 20% midterm/final)

(End of unit assessments/generally 8-point assessments)

Formative Assessments 20% (8-point projects & 2-point homework checks)

(Homework checks/generally 2-point assessments)

Units of Study:

Quarter 1

Unit 1: Intro to Anatomy & Physiology

- Body System Basics
- Body Cavities
- Abdominal Quadrants
- Directional Terms & Planes

Unit 2: Cells & Tissues

- Cell Organelles
- Cell Division
- Cellular Transport
- Body Organization

Unit 3: Integumentary System

- Layers of the Skin
- Appendages
- Disorders of the System

Quarter 2

Unit 4: Skeletal System

- Basic Bones of the Skeleton
- Bone Fractures
- Bone Remodeling
- Bone Composition
- Disorders of the System

Unit 5: Muscular System

- Muscle Tissues
- Connective Tissues
- Basic Skeletal Muscles of the Body
- Muscle Contraction/Sliding Filament Model
- Disorders of the System

Unit 6: Cardiovascular System

- Structures of the Heart
- Components of the System
- Blood Vessels & Blood Composition
- Disorders of the System

Quarter 3

Unit 7: Lymphatic/Immune System

- Structures of the lymphatic system
- Body's Lines of Defense
- Vaccines
- Disorders of the System

Unit 8: Respiratory System

- Structures & Functions of the System
- Respiratory Distress
- Disorders of the System

Unit 9: Digestive System

- Structures & Functions of the System
- Disorders of the System

Quarter 4

Unit 10: Nervous System

- Structures & Function of the System
- Action Potential
- Electrical vs. Chemical Reactions
- Disorders of the System

Unit 11: Endocrine System

- Structures & Functions of the System
- Hormones
- Glands
- Disorders of the System

Unit 12: Urinary System

- Structures & Functions of the System
- Disorders of the System

Unit 13: Reproductive System

- Structures & Functions of the System
- Disorders of the System

Make-Up Work Expectations:

Students have access to all homework & notes from class on our Google Classroom site. **It is the student's responsibility to check Google Classroom if they have missed class for any reason. I am here to support you, but not do things for you, if absent.** If what you find on Google Classroom is confusing, schedule a time to meet with Ms. Slade outside of class time or during independent work time to help you. I realize that absences, and life happen. So speak up about needing what you missed, and we will make it happen together.

Late Work Policy:

Formative Assessments: Students will be given a due date on all formative assessments on Google Classroom. However, Ms. Slade will award full points to students as long as the assessment is turned in before the end of the current unit. Work will not be accepted once we move on to the next unit of study.

Summative Assessments: Students must turn in summative assessments by the due date to earn full credit, unless you've had a private discussion with Ms. Slade. Students have 1 week to make-up a missed test/exam to earn full credit. Students have until the end of the next unit to turn in a late summative project for a maximum score of a 6/8. Work will not be accepted after this timeframe.

GUIDELINES/EXPECTATIONS/SCHOOL POLICIES

Inclusion Practices

Students enter Anatomy & Physiology class with many different life experiences and at many different starting points as it pertains to learning. Strategies will be taken to help all students succeed, no matter their starting point & background. All IEPs and 504 plans will be followed, but please have a conversation with Ms. Slade to discuss accommodations/modifications that are important to you. All 8-point assessments will have accommodations and/or modifications for students that need them. There will also be extended learning opportunities to assure each student pushes themselves academically in A & P.

R-E-S-P-E-C-T, TRUST & engagement: Respect, trust and engagement are key to a great classroom. You will see quickly that as a teacher I treat students with respect & recognize the individuality and gifts you bring to the classroom. Plan to show self respect, to respect and listen to your peers, and to engage with the class content + the teacher. Trust and Respect will be the foundation of our classroom community. If you choose to do things that disrupt the level of respect in our classroom, there will be conversations between us, to navigate the issue and bring you back into the classroom community.

Attendance: Be here on time, ready to dig into your A & P work, connect with peers, explore questions you have on the human body, learn new information, and much more each day we have class - you are an important part of our community + having an A & P class is a bonus! Most of our work is done in class. If you miss class you are missing out on excitement ☺ and valuable information. Daily attendance is crucial. Focus on being here and being on time and prepared every day. **Being prepared includes: having a pencil/pen & your chromebook everyday in class.** Class is an experience; don't miss out.

Tardy Policy and passes

If you do come late without a pass, it will be counted as a tardy and the RHS Tardy Policy will be followed. If you need to leave class to take a bathroom break, or for another reason, you will be issued a pink pass and have up to 10 minutes to take care of business and then rejoin the class. Let me know if there is some circumstance that has you needing more than 10 minutes and we will work it out.

Tardies

If you arrive late to class, no matter the time after the bell, you will be marked tardy for that class day.

Consequences for tardies per quarter:

- **5 tardies** - Call home, explanation of expectations and next steps
- **10 tardies** - Call home, tardy meeting during advisory
- **20 tardies** - tardy meeting during advisory and possible suspension of field trips, clubs, and athletics

Passes During Instruction

If you'd like to leave the classroom for any reason during class time you'll need to get a **PINK PASS** from Ms. Slade. If you are wanting to work with another teacher during A & P class, you'll need to get a pass from that teacher beforehand. Ms. Slade always has the right to keep you in class for that day, depending on what is happening in class.

NO PASS LIST CLASSROOM RULES:

- No passes during the first & last 10 minutes of class
- If a student is gone from class for more than 10 minutes on a pass, without a legitimate reason, Ms. Slade has the right to refuse giving passes for the next week.
- If a student is tardy to class or has skipped class, Ms. Slade has the right to refuse giving passes for that day.
- **In order to get off the no pass list, students must show up to class on-time & not abuse the pass policy for 5 days.**

Phone Policy

Ms. Slade's classroom is a **RED ZONE** unless stated otherwise. A **RED ZONE** means that phones and other personal electronic devices are not permitted in class. All of these devices should be out of sight (in a pocket or bag). There will be some instances where I tell the class we are in a **YELLOW ZONE**. A **YELLOW ZONE** means that you can use your phone for academic purposes. If a student does have a phone out for an extended period of time, Ms. Slade will ask the student to put it away. If a student refuses to follow this instruction, Ms. Slade will be forced to call a dean, and your phone will be confiscated by your grade-level dean. The dean will hang on to your phone until the end of day. Students may pick up their phones at the end of the day by showing their student ID. The only time a **GREEN ZONE** may occur is during independent work time and the student is completed with all of their work -OR- if Ms. Slade rewards students for productive work.


Technology Use Guidelines & Procedures: Only in the case of DL

Expectations for Students Use of Google Meet: <ul style="list-style-type: none">• Intended for educational use only• Try to use in common areas (e.g. no bedrooms, bathrooms, etc)• Wear school appropriate clothing	Virtual Classroom Manners: <ul style="list-style-type: none">• Students should use their real names.• Please address the teacher and other virtual school students in a respectful manner, even when disagreeing.• When chatting, avoid using all uppercase letters; this is	It's important that you are prepared before class! <ul style="list-style-type: none">• Make sure you download any necessary software and connect and test devices like microphones or video cameras before the lesson begins.	While in a virtual Class <ul style="list-style-type: none">• Focus on the classroom conversation and activities.• Take notes on the information presented.• Ask relevant questions to clarify the material covered or assignments given.	Assume good intentions with your fellow students if you engage in discussion posts <ul style="list-style-type: none">• Without seeing their facial expressions, other people may not know when they are kidding or being sarcastic.
---	---	--	---	--

<ul style="list-style-type: none"> • Use school appropriate language • Mute microphone when not speaking • Use chat for learning specific questions and comments only • Turn on audio, however live video is optional 	<p>considered the equivalent of shouting.</p> <ul style="list-style-type: none"> • Before a virtual classroom session begins, eliminate distractions that may divert their attention away from learning. • Clear the room of playful pets or noisy siblings. • Minimize background noise by turning off the TV and radio. • Turn off cell phones. (No multitasking during class!) 	<ul style="list-style-type: none"> • Please exit other applications on your computer prior to launching the classroom software. 	<ul style="list-style-type: none"> • Not join sideline chats with classmates when the teacher is speaking. 	<ul style="list-style-type: none"> • Please reread your own messages for friendliness and respect before sending. • What seems like a short or abrupt answer from a classmate (or teacher) probably doesn't mean anger—the other person might just be busy.
---	---	--	---	---

RHS Academic Honesty Policy

What does Academic Honesty mean?

Respecting and acknowledging the intellectual property of others, including other people's ideas, words, graphs, diagrams, charts and pictures, photographs, works of music, art or literature. Acknowledging all used sources. It is acceptable to include words, ideas, data, diagrams, tables, graphs, film clips and pictures from books and online sources in assignments. Students must always credit where they have got the information used, both in the body of the written work and on the Works Cited page at the end, using the correct referencing format. ( Academic Honesty-Revised August 2020)

Student's Responsibility:

- Read and understand the Academic Honesty Policy.
- Students genuinely attempt formative work, with the work or ideas of others fully and correctly acknowledged through correct use of citations, and understand that it is an opportunity to receive feedback on their learning and make plans for improvement.
- Ensure that summative assessment work is authentically their own, with the work or ideas of others fully and correctly acknowledged.
- Comply with all internal school deadlines.
- Understand the definitions of what is considered academic dishonesty.
- Take ownership of learning by asking for clarification of instructions when necessary and seeking help when needed.
- Talk to teachers when feeling overwhelmed to discuss assignments and time management strategies to reduce the stress.
- Report malpractice and help cultivate a culture of academic honesty at their school.

Violation Procedures: First infractions (violations) will be handled by your teacher, subsequent infractions of the policy will involve working with a dean and possibly a counselor or coordinator of a program.

Homework Assignment #1: Show this syllabus to parents/caregivers at home. Then **fill in the yellow highlighted spaces** below that indicate you agree to the expectations included throughout the syllabus. Looking forward to having you in Anatomy & Physiology class this year!

Student Name:

Parent/Guardian Name:

Parent/Guardian Preferred Method of Contact: (Example: Email- parent@gmail.com)

Thank you for the support you provide for your student! We could not do this without you- please feel free to keep in touch throughout the semester and year! I am thrilled to have your student in class and in the IBCP Program at RHS!

***Kari Anderson Slade
Health Careers Coordinator & Medical Careers and Health Teacher at RHS
Kari.slade@mpls.k12.mn.us***