



## Human Anatomy & Physiology 2018-19

Mr. Jordan Lander

Room 472

Website: <https://www.eriesd.org/Page/15878>

Email: [jlander@eriesd.org](mailto:jlander@eriesd.org)

JOIN REMIND! TEXT the message: @esdaandp  
with the at “@” sign to 81010.

**What Is Human Anatomy & Physiology?** This course will emphasize the structure and function of the human body systems. The following topics will provide the foundation for the study of the body systems: levels of organization, life functions, and anatomical terminology. The main body systems that will be covered are: integument, skeletal, muscular, nervous and special senses, cardiovascular, respiratory, and digestive. Diseases related to each body system and healthy choices will be incorporated into the course.

**How Will I Learn Human Anatomy & Physiology?** Many daily assignments are done in small cooperative groups, which will have its own set of expectations. These can include laboratories, POGILs, projects, and other activities. Homework is assigned weekly or daily and is expected to be completed independently. Quizzes are assigned after completing certain concepts and exams are planned at the end of each unit. In addition, after school help is available.

Our objectives of these semesters are to apply the Next Generation Science Standards (NGSS) Crosscutting Concepts that bridge disciplinary boundaries, uniting core ideas throughout the fields of science and engineering.

By the end of the course, the students will be able to:

1. Understand basic scientific concepts and principles.
2. Apply problem-solving techniques to everyday living situations.
3. Develop an awareness of current scientific issues.
4. Demonstrate safe laboratory techniques and competence in the use of laboratory materials and equipment.
5. Use scientific communication skills such as reporting, graphing, summarizing, and analyzing.
6. Show an overall knowledge of the human body systems and their functions.
7. Demonstrate an appreciation for the human body by becoming aware of healthy life styles.

### First Nine Weeks

1. Levels of Organization/Life Functions  
2 weeks
2. Anatomical Terminology and Directions  
3 weeks
3. Integumentary System  
2 weeks
4. Skeletal System  
2 weeks

### Second Nine Weeks

1. Muscular System  
2 weeks
2. Nervous System  
4 weeks
3. Senses  
3 weeks

### Third Nine Weeks

1. Endocrine System  
3 weeks
2. Blood  
2 weeks
3. Circulatory System  
4 weeks

### Fourth Nine Weeks

1. Lymphatic System  
2 weeks
2. Respiratory System  
2 weeks
3. Digestive System  
2 weeks
4. Urinary System  
2 weeks
5. Reproductive Systems  
1 week

### How Will I Be Graded?

Unit assessments = 20%

Quizzes = 20%

In-class assignments and science notebooking = 20%

Labs/POGILS/Projects = 20%

Final = 15%

Behavior/Homework = 5%

### Honors Grading Scale:

97-99 = A	4.5	76-84 = C	2.5
93-96 = A-	4.0	70-75 = C-	2.0
89-92 = B	3.5	69 and down = F	0.0
85-88 = B-	3.0		

### I. How Can I Be Successful?

- Enter the room quietly, retrieve your science folder, and begin your catalyst (science starter).
- If you are not sitting in your assigned seat at the sound of the bell, you will be marked tardy—3 tardies = referral.
- Participate in the class and do work outside of class. Study for the exam.
- Check infinite campus and the website often. Remind 101 will be used for text reminders, as well.
- After an absence, you are responsible for making up your work. If it is an excused absence, late work will be accepted up until a week after return.
- Cheating, plagiarism, and other dishonest behavior will result in a zero for the assignment, assessment, or unit, and parent contact.
- Check online for ongoing changes to the syllabus.

## II. Classroom Rules

EXPECTATIONS	Classroom Activities				
	Class-Wide	Arrival	Cooperative Learning Groups	Independent Seat Work	Whole Group
	Attention Signal: Peace - Quiet! When I say, "Peace", you say "Quiet"				
<b>Be Respectful</b> 	<ul style="list-style-type: none"> <li>Use kind words &amp; actions</li> <li>Use appropriate voice level</li> </ul>	<ul style="list-style-type: none"> <li>Enter/exit classroom prepared (pencil sharpened, get your binder)</li> <li>Use inside voice</li> </ul>	<ul style="list-style-type: none"> <li>Listen to others</li> <li>Accept differences</li> <li>Encourage Others</li> <li>Speak when it's your turn.</li> </ul>	<ul style="list-style-type: none"> <li>Use quiet voice</li> <li>Keep your materials in your work area.</li> <li>Ask to share</li> </ul>	<ul style="list-style-type: none"> <li>Eyes/ears on speaker</li> <li>Raise hand to speak</li> <li>Contribute to learning</li> </ul>
<b>Be Responsible</b> 	<ul style="list-style-type: none"> <li>Follow adult directions</li> <li>Take care of materials &amp; equipment</li> </ul>	<ul style="list-style-type: none"> <li>Place materials in correct area</li> <li>Begin warm-up or bell-ringer promptly</li> </ul>	<ul style="list-style-type: none"> <li>Use Time Wisely</li> <li>Contribute</li> <li>Complete your part</li> <li>Help others</li> </ul>	<ul style="list-style-type: none"> <li>Be a TASK master</li> <li>Use your neighbor</li> </ul>	<ul style="list-style-type: none"> <li>Take notes</li> <li>Meet your goals</li> </ul>
<b>Be Safe</b> 	<ul style="list-style-type: none"> <li>Keep hands, feet &amp; objects to self</li> <li>Use all equipment &amp; materials appropriately</li> </ul>	<ul style="list-style-type: none"> <li>Walk</li> </ul>	<ul style="list-style-type: none"> <li>Use Materials Carefully</li> <li>Stay in your designated area</li> </ul>	<ul style="list-style-type: none"> <li>Keep 6 feet on the floor</li> <li>Keep track of your materials</li> </ul>	<ul style="list-style-type: none"> <li>Stay at seat unless given permission</li> <li>Put all materials not in use in desk or in your binder</li> </ul>

**III. Classroom Consequences.** The following below is a general pattern of consequences. Variations to this pattern may occur based on the type and severity of the behavior, history of student behavior, and situational considerations. Most of the time you will get two verbal warnings and the third time we jump to consequence 4. Steps 2 and 3 are at the instructor's discretion.

1. Verbal Warning... note any discussion of inappropriate behavior with a student is considered a verbal warning
2. Written Detention (write an apology/reflection form)
3. Classroom Detention (with parent contact and completing the apology/reflection form front and back)
4. Documentation to the Office

**We will review classroom routines. Please see me with questions.**

### **Human Anatomy & Physiology SY 2018-2019 Student Agreement**

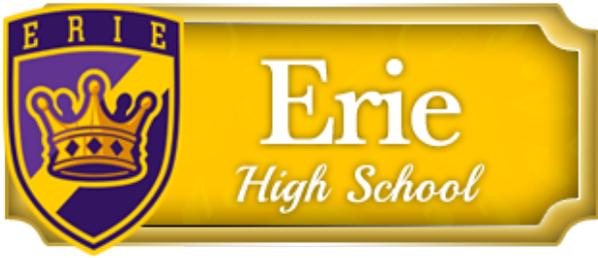
By signing below, I am indicating I have received the syllabus. We have reviewed the syllabus in class including how to be successful and contact the teacher. I have been given an opportunity for questions to clarify any confusion. Joining Remind is essential for communication in this class, which I understand I am responsible to do.

Student printed name: \_\_\_\_\_

Student cell phone number: \_\_\_\_\_

Student signature: \_\_\_\_\_

.....



## Human Anatomy & Physiology SY 2018-19 Student Agreement

Dear Parent/Guardian of \_\_\_\_\_  
(student's printed name):

Welcome to your SY 2018-19 class! My name is

Mr. Jordan Lander and I will be your student's Honors Human Anatomy & Physiology teacher. Contact me at: [jlander@eriesd.org](mailto:jlander@eriesd.org) & my teacher webpage: <https://www.eriesd.org/Page/15878>. I can be reached by this email and after school if you need information or your student is in need of extra help. For your convenience, this parent letter, syllabus, calendars, etc. can also be found on my teacher website or on the Remind App.

I am looking forward to a great year at Erie High School. I know we will have a successful and productive time in room 472. In order for your student to be successful, I have reviewed this plan with him/her in class:

- Enter the room quietly, retrieve your science folder, and begin your catalyst (science starter).
- If you are not sitting in your assigned seat at the sound of the bell, you will be marked tardy—  
3 tardies = detention.
- Participate in the class and do work outside of class. Study for the exam.
- Check infinite campus and the website often. Remind will be used for text reminders, as well.
- After an absence, you are responsible for making up your work. If it is an excused absence, late work will be accepted up until a week after return.
- Cheating, plagiarism, and other dishonest behavior will result in a zero for the assignment, assessment, or unit, and parent contact.

When a student chooses to ignore these policies, this process will be used to help get back on track:

- Verbal Warning... note any discussion of inappropriate behavior with a student is considered a verbal warning
- Written Detention (write an apology/reflection form)
- Classroom Detention (with parent contact and completing the apology/reflection form front and back)
- Documentation to the Office

In addition to these resources, parents please enroll in Remind to receive text or email reminders. To enroll, please give your email address and/or cell phone number or simply TEXT the message: **@esdaandp** with the at "@ " sign to 81010.

Also you can add the class on remind.com/join with the class code **@esdaandp**.

Email: \_\_\_\_\_

Cell phone number: \_\_\_\_\_

I look forward to working with you and your student this semester! Please print and sign your name and return to Mr. Lander by 9/15/2018.

**RETURNING THIS DOCUMENT IS YOUR STUDENT'S FIRST HOMEWORK GRADE!**

\_\_\_\_\_  
Printed Parent/Guardian Name

\_\_\_\_\_  
Parent/Guardian Signature and Date