

Course Description:

Physiology Honors is a laboratory course in which we will study the structures and functions of each human body system, the relationships between systems, and the way homeostasis is maintained within the body. Health, disease, and the developmental changes in the body during growth, maturity, and old age will be covered as each of the body systems is studied. We will regularly apply what you learn through medical case studies, laboratory exercises, and dissections.

While we are starting in distance learning, my hope is that we will spend the vast majority of our class time learning actively through observation, experimentation, and projects. I'm excited about this class and I hope you are too!

Prerequisites:

To take Physiology Honors, you are expected to have earned a C or better in both Biology and Chemistry.

Class Expectations:

In addition to following school rules at all times, as a member of this class you will be expected to:

1. Respect yourself, every member of the classroom community, and all of the classroom materials.
2. Do your best to come to class with a good attitude, strong work ethic, and willingness to try new things.
3. **Be academically honest.** It is important to do your own work so that you learn the material.
 - Plagiarized (copied) assignments will be awarded no credit. If the assignment is copied from another student in this course, neither the original nor the copy will be awarded credit. I often expect you to work together on assignments, but collaborating is not the same thing as copying. You must put your answers into your own words, otherwise I will assume the assignment is copied.
4. Even in distance learning, cell phones can be distracting and their use is discouraged during class except as directed by me for instructional purposes.
5. In person classes: follow social distancing and personal protective equipment rules outlined by the school. Failure to socially distance and/or wear a mask will result in your immediate removal from my classroom.

Class Meeting Structure:

The following outlines what you can expect from a typical class meeting time. This will likely change with a transition to hybrid learning, so we will need to be FLEXIBLE throughout the course of the semester!

Whole Group Time (~15-30 min.) → We'll check-in through Zoom at the beginning of every class period. This time may include a combination of lab demonstrations, whole-group discussion, and interactive quiz questions (Kahoot, etc.). Daily attendance will be taken during our synchronous meeting time.

Independent or Small Group Work Time (~45-60 min.) → You will work on your own or in small groups (breakout rooms) to watch video lectures and take notes, complete labs or other assignments, or take quizzes or exams. I will always be available on Zoom to answer your questions as you work, but you are often going to be free to leave the Zoom during this time, especially if we are running lab simulations that require you to have better internet bandwidth.

Grading:

- **Assignments: 40%**
 - Any classwork or homework activity will fall into this category. See page 4 for the rubric.
- **Assessments: 60%**
 - Projects and Dissections
 - Quizzes
 - There will be a quiz every Monday. There will be no opportunities for quiz retakes.
 - Midterm (cumulative test on Quarter 3 material) and Final (cumulative test on Quarter 4 material)

A: 90-100%

B: 80-89.99%

C: 70-79.99%

D: 60-69.99%

F: Below 60%

Grades will be rounded to the next letter if they are above .80%. I do not offer extra credit.

Supplies:

- A Chromebook, laptop, desktop computer, or tablet and internet access at your home
- A three-ring binder (1-2inch) or folder and binder paper, pencils, pens, and colored pencils
 - The class is designed to be paperless during distance learning, but there will be times where you want to take notes or print documents out, so you will only need these supplies to organize the course materials if you choose to do so.

If You Are Absent....

If your absences are excused, you have as many days as you were absent to make up any work that you missed for full credit. Work submitted after that amount of days will not be accepted, but should extreme circumstances require you to need more time to make up the work, I will work with you to come up with a plan in order to address this. If needed, you can schedule a time to meet with me via Zoom during 4th period or teacher prep time (1:15-3:15pm) in order to discuss and/or complete assignments. I do not have regular office hours.

Late Work

Late work is defined as work that you did not turn in despite the fact that you were present on the days that the assignment was assigned and also due. Late assignments may be turned in late for up to a week after they are due, and 10% of the original points possible will be deducted for each day that the assignment is late, and late work must be complete in order to be considered for a grade (no incomplete assignments).

How to Contact Me: sarinafernandez@sccs.net

If at any point you start to feel confused or like you are falling behind, you must communicate that to me! Do not hesitate to email me or talk to me whenever you need help with anything. Email is the best way to contact me outside of school should you or your parent/guardian(s) have any questions or concerns regarding the material we are learning in class, assignments, and/or your grades. I check my email regularly throughout the day and will respond as promptly as I possibly can to your questions, but do not expect a response to messages sent after 9pm until the following day.

Frequently Asked Questions

Question	Answer
Do we have to have our camera on for the whole class meeting?	No! You can do whatever you're comfortable with in terms of having your camera on or off, I don't care.
If we don't like typing and want to spend less time staring at the screen, can we hand write our work?	Yes! You can either print out the documents that I share with you and handwrite on them or handwrite on a separate piece of binder paper and turn in your work that way. Then, you can attach pictures or scanned copies of your work to the assignment that you turn in.
Why can't we retake quizzes?	I am not allowing retakes because you will have access to all of your resources from class. Additionally, there is no way for me to control your use of additional internet resources or your collaboration with your friends. For these reasons, the quizzes are essentially expected to be open note and collaborative, and therefore I will not be allowing retakes.
How will we be doing labs in distance learning?	Many of your labs will involve interactive virtual simulations or I will demonstrate labs in the classroom for you to watch over Zoom. There may be occasional labs that you can conduct using household items, in which case I will notify you ahead of time that you could follow along and do the lab at home. For dissections, you will be required to come to school to pick up supplies if we are still in distance learning at the time of the dissections.

Tentative Schedule (exact dates may change)

The timeline below gives you an approximation of the amount of time that we will spend on each course topic, but please be aware that this is subject to change depending on how the classes do in an online learning environment, the transition to hybrid, etc.

Topics	Timeline
Class Introduction: Bio Review, Homeostasis, & Directional Terms Chapters 1-3	1/6-1/13
Human Development Chapter 28	1/14-1/22
Histology & the Integumentary System Chapters 4-5	1/25-2/5
Skeletal System Chapters 6-9	2/8-2/16
Muscular System Chapters 10-11	2/17-2/26
Nervous System Chapters: 12-16	3/1-3/11
Midterm Exam	3/12
Cardiovascular System Chapters 19-20	3/15-3/26
Respiratory System Chapter 22	4/5-4/9
Hematology, Immune System, & Lymphatic System Chapters 18 & 21	4/12-4/23
Digestive System Chapters 23-24	4/26-4/30
Excretory System Chapters 25-26	5/3-5/14
Endocrine System & Rat Dissection Chapter 17	5/17-5/25
Final Exam	5/26

Assignment Rubric

All of the assignments (with the exception of larger projects that will have specific rubrics) will be assessed using the following rubric.

5-6	7	8	9-10
Concepts & Understanding			
Fails to demonstrate understanding	Demonstrates some understanding	Demonstrates general understanding of concept(s)	Demonstrates mastery of concept(s)
<ul style="list-style-type: none"> May demonstrate misunderstanding or confusion about concept(s) May be so incomplete so as to fail to demonstrate learning 	<ul style="list-style-type: none"> Learning may not be clearly demonstrated May demonstrate some understanding / some learning of new content May demonstrate some misunderstandings Explanations may be somewhat incomplete 	<ul style="list-style-type: none"> Generally demonstrates understanding. Work is generally "correct". May be somewhat incomplete or improved upon May include some errors in application of content Some elements of mastery may be evident. Ideas may not be clearly expressed 	<ul style="list-style-type: none"> Includes appropriate application of relevant terminology Thorough – all relevant information included Evidence and reasoning provided where appropriate Diagrams are included where appropriate Explanations are clear, concise and coherent
Skills and Quality of Work			
Poor	Emergent	Intermediate	Advanced
<p>Little or no evidence of attention to scientific, mathematical, and/or writing conventions</p> <p>Assignment may be largely incomplete</p>	<p>Shows evidence of attempt to apply some scientific, mathematical, and writing conventions</p> <p>Data may not make sense, or may suggest that procedure was not performed carefully.</p> <p>Assignment may be somewhat incomplete</p>	<p>Scientific, mathematical, and writing conventions are generally applied where appropriate, but may be incomplete or improved upon</p> <p>May include some errors.</p>	<p>Complete application of conventions for:</p> <ul style="list-style-type: none"> Measurements (precision) Calculations and show correct mathematical reasoning (equations and work are shown) Labeling (properties, units, and diagrams) Writing (complete sentences, few or no spelling / mechanical errors) <p>Work is done neatly and is well organized.</p>

School District Expectations and Academic Policy Statement

Instructor : Sarina Fernandez

Course: Physiology Honors

Year: 2020-2021

As we begin the semester online it is important to be aware of what your course expectations are. It is also crucial to have clear communication between you and your instructor. High school courses may vary in their policies and expectations. Please read the information below to ensure that you understand the following

Academic Integrity Statement.

I attest to the following:

- ☐ " I understand that it is expected that students will not give or receive unpermitted aid in examinations or in any other work (assignments, quizzes, etc.) that is to be used by the instructor as the basis of grading;
- ☐ " I understand that it is a violation of the Academic Honesty Standard in Ms. Fernandez's class to copy from another student or to allow another to copy from one's own paper;
- ☐ " I understand that plagiarism is a violation of the Academic Honesty Standard in Ms. Fernandez's class and clear references should be provided when I quote passages and/or paraphrase, summarize or present ideas from external sources;
- ☐ " I understand that it is a violation of the Academic Honesty Standard in Ms. Fernandez's class to behave in an intentionally duplicitous fashion to avoid academic penalty, such as falsely attributing late work to technical difficulties;
- ☐ " I understand the specific instructions provided in Ms. Fernandez's class concerning academic honesty on all assignments in this course, including quizzes, classwork assignments, projects, and use of sources;
- ☐ " I understand the limitations of group work with other students and/or help from tutors within the guidelines provided in the course.