



**ALHS 1011 Structure and Function of the Human Body
COURSE SYLLABUS
Spring Semester 2018**

COURSE INFORMATION

Credit Hours/Minutes: 5/3750
Class Location: 733, Gillis Building
Class Meets: 9:30-11:40, Tuesday and Thursday
Course Reference Number (CRN): 40215

INSTRUCTOR CONTACT INFORMATION

Instructor Name: Brooke Hinson, RN, MSN
Office Location: Vidalia Campus- Gillis Building, #707
Office Hours: 3-6 Monday thru Thursday
Email Address: [Brooke Hinson \(bhinson@southeasterntech.edu\)](mailto:bhinson@southeasterntech.edu)
Phone: 912-538-3144
Fax Number: 912-538-3106
Tutoring Hours (if applicable): Email instructor for appointment

SOUTHEASTERN TECHNICAL COLLEGE'S (STC) CATALOG AND STUDENT HANDBOOK

Students are responsible for all policies and procedures and all other information included in Southeastern Technical College's [Catalog and Student Handbook \(http://www.southeasterntech.edu/student-affairs/catalog-handbook.php\)](http://www.southeasterntech.edu/student-affairs/catalog-handbook.php).

REQUIRED TEXT

Elsevier's Structure and Function of the Body 15th. By Thibodeau and Patton

REQUIRED SUPPLIES AND SOFTWARE

Pen, pencil, paper, notebook, and highlighter.

COURSE DESCRIPTION

Focuses on basic normal structure and function of the human body. Topics include general plan and function of the human body, integumentary system, skeletal system, muscular system, nervous and sensory systems, endocrine system, cardiovascular system, lymphatic system, respiratory system, digestive system, urinary system, and reproductive system.

MAJOR COURSE COMPETENCIES

General Plan and Function of the Human Body
Integumentary System
Skeletal System
Muscular System
Nervous and Sensory Systems
Endocrine System

Cardiovascular System
 Lymphatic System
 Respiratory System
 Digestive System
 Urinary System
 Reproductive Systems

PREREQUISITE(S)

Program Admission

COURSE OUTLINE

General Plan and Function of the Human Body

Order	Description	Learning Domain	Level of Learning
1	Define anatomy and physiology.	Cognitive	Knowledge
2	Describe the major components of the cardiovascular system.	Cognitive	Knowledge
3	Define and use the principle directional terms in human anatomy.	Cognitive	Knowledge
4	Identify the sagittal, transverse, and frontal sections of the body	Cognitive	Knowledge
5	Define and locate the principal regions and cavities of the body	Cognitive	Knowledge
6	Identify the structure of a cell, tissue, organ, and system, and explain the relationship among these structures as they constitute an organism.	Cognitive	Knowledge
7	Define the terms homeostasis, metabolism, and cellular respiration.	Cognitive	Knowledge
8	Differentiate between organic and inorganic compounds and give examples of each.	Cognitive	Analysis
9	Describe the properties of water that make it essential for body functions.	Cognitive	Knowledge
10	Contrast acids and bases and use pH scale in describing acidity and alkalinity of a solution	Cognitive	Analysis
11	Identify the biologically significant chemical elements from a given list by their chemical symbols	Cognitive	Knowledge
12	Describe the structure of a typical cell	Cognitive	Knowledge
13	List organelles and discuss functions of each	Cognitive	Knowledge
14	Describe active and passive transport mechanisms	Cognitive	Knowledge
15	Define mitosis and meiosis	Cognitive	Knowledge
16	Define the term tissue and list the four major types	Cognitive	Knowledge
17	List and describe major types of epithelial, muscle, and connective tissue.	Cognitive	Knowledge
18	Locate and describe different categories of membranes in the body.	Cognitive	Comprehension

Integumentary System

Order	Description	Learning Domain	Level of Learning
1	Identify the main and accessory structures of the integumentary system and their functions	Cognitive	Knowledge
2	Discuss function of the skin in homeostasis of body temperature.	Cognitive	Comprehension

Skeletal System

Order	Description	Learning Domain	Level of Learning
1	Describe functions of the skeletal system	Cognitive	Knowledge
2	Identify major bones of the axial and appendicular skeletons.	Cognitive	Knowledge
3	Explain relationships of the endocrine system to the skeletal system	Cognitive	Comprehension
4	Describe development of the skeletal system.	Cognitive	Knowledge
5	Define articulation and identify types of joints	Cognitive	Knowledge

Muscular System

Order	Description	Learning Domain	Level of Learning
1	Explain functions of skeletal muscle	Cognitive	Comprehension
2	Identify major skeletal muscles and functions	Cognitive	Knowledge
3	Explain physiology of a muscle contraction.	Cognitive	Comprehension
4	Describe actions of muscles.	Cognitive	Knowledge

Nervous and Sensory System

Order	Description	Learning Domain	Level of Learning
1	Identify the general functions of the nervous system.	Cognitive	Knowledge
2	Explain the anatomical and functional classification of the nervous system.	Cognitive	Comprehension
3	Identify types of neurons and describe their functions.	Cognitive	Knowledge
4	Identify parts of a neuron.	Cognitive	Knowledge
5	Describe the physiology of nerve impulse transmission	Cognitive	Knowledge
6	Describe spinal cord and spinal reflexes.	Cognitive	Knowledge
7	Describe and give functions of the layers of the meninges and cerebrospinal fluid.	Cognitive	Knowledge
8	Identify spinal nerves and define plexus.	Cognitive	Knowledge
9	Identify cranial nerves and give functions of each.	Cognitive	Knowledge
10	Compare and contrast the sympathetic with the parasympathetic nervous system.	Cognitive	Evaluation
11	Name the principal areas and functions associated with the lobes of the cerebrum.	Cognitive	Knowledge
12	Identify and describe the function of the major regions of the brain.	Cognitive	Knowledge
13	Describe the structure and functions of the three major parts of the ear.	Cognitive	Knowledge
14	Describe the structure and functions of the eye.	Cognitive	Knowledge

Order	Description	Learning Domain	Level of Learning
15	Describe the physiology of vision.	Cognitive	Knowledge
16	Trace sound waves through the ear	Cognitive	Comprehension
17	Differentiate special and general senses.	Cognitive	Analysis
18	Describe tactile sensation and proprioception.	Cognitive	Knowledge

Endocrine System

Order	Description	Learning Domain	Level of Learning
1	Define endocrine gland and hormones; describe how the endocrine system works to maintain homeostasis.	Cognitive	Knowledge
2	Locate the principle endocrine glands, and identify the principle hormones, functions, and target tissues.	Cognitive	Comprehension
3	Describe the mechanism by which the hypothalamus links the endocrine and nervous systems.	Cognitive	Knowledge
4	Describe feedback mechanisms.	Cognitive	Knowledge

Cardiovascular System

Order	Description	Learning Domain	Level of Learning
1	Describe the functions of the cardiovascular system.	Cognitive	Knowledge
2	Describe the major components of the cardiovascular system.	Cognitive	Knowledge
3	Describe the components of plasma and give functions of each.	Cognitive	Knowledge
4	Describe and give the function of each type of formed element.	Cognitive	Knowledge
5	Explain ABO and Rh blood grouping systems.	Cognitive	Comprehension
6	Describe the location of the heart in relation to other organs of the thoracic cavity and the associated serous membranes.	Cognitive	Knowledge
7	Identify the chambers, valves, and associated vessels of the heart.	Cognitive	Knowledge
8	Trace the flow of blood through the heart, and distinguish between pulmonary and systemic circulation.	Cognitive	Comprehension
9	Describe the location of the parts of the conduction system of the heart, and trace the pathway of impulses initiation and conduction.	Cognitive	Knowledge
10	Identify major blood vessels.	Cognitive	Evaluation
11	Describe the structure and function of the different kinds of blood vessels.	Cognitive	Knowledge
12	Define blood pressure and contrast the clinical significance of systolic, diastolic, and pulse pressure.	Cognitive	Knowledge

Lymphatic System

Order	Description	Learning Domain	Level of Learning
1	Describe the structures of the lymphatic system and their functions.	Cognitive	Knowledge
2	Explain adaptive and innate resistance to disease.	Cognitive	Comprehension

Respiratory System

Order	Description	Learning Domain	Level of Learning
1	Describe parts of the upper and lower respiratory tracts.	Cognitive	Knowledge
2	Trace the pathway of air into and out of the respiratory tract.	Cognitive	Comprehension
3	Explain the physiology of breathing.	Cognitive	Comprehension
4	Differentiate external and internal respirations.	Cognitive	Analysis
5	Explain how oxygen and carbon dioxide are carried in the blood.	Cognitive	Comprehension

Digestive System

Order	Description	Learning Domain	Level of Learning
1	Differentiate chemical and mechanical digestion	Cognitive	Analysis
2	Identify the parts of the digestive system, their locations, and the functions of each.	Cognitive	Knowledge
3	Trace the pathway of food through the gastrointestinal system.	Cognitive	Comprehension
4	Identify the major digestive secretions and their functions.	Cognitive	Knowledge
5	Describe the process of absorption.	Cognitive	Knowledge

Urinary System

Order	Description	Learning Domain	Level of Learning
1	Identify the parts of the urinary system.	Cognitive	Knowledge
2	Explain general functions of the urinary system.	Cognitive	Comprehension
3	Explain the relationships of the urinary system to the endocrine and circulatory systems.	Cognitive	Comprehension
4	Describe the structure and function of the nephron	Cognitive	Knowledge
5	Compare the urinary system of the female with that of the male.	Cognitive	Synthesis
6	Identify the constituents of urine.	Cognitive	Knowledge
7	Differentiate the processes of secretion, filtration, and reabsorption and where they occur in the nephron.	Cognitive	Analysis

Reproductive System

Order	Description	Learning Domain	Level of Learning
1	Describe the anatomy and physiology of the female reproductive system.	Cognitive	Knowledge
2	Explain the relationship of the endocrine system to the menstrual cycle and the functioning of the	Cognitive	Comprehension
3	Describe the physiology of the male and female gonads, and the production of gametes.	Cognitive	Knowledge
4	Describe the anatomy and physiology of the male reproductive system.	Cognitive	Knowledge
5	Relate the urinary system to the reproductive system of the male.	Cognitive	Analysis
6	Explain the relationship of the endocrine system to the function of the male reproductive system.	Cognitive	Comprehension

GENERAL EDUCATION CORE COMPETENCIES

Southeastern Technical College has identified the following general education core competencies that graduates will attain:

1. The ability to utilize standard written English.
2. The ability to solve practical mathematical problems.
3. The ability to read, analyze, and interpret information.

STUDENT REQUIREMENTS

Students are responsible for policies and procedures in the STC E-Catalog and Student Handbook.

A final chapter/unit test average of 70 or above is required to sit for the final exam. Grades of 69.9 will not be rounded up. If the student has below a 70 average, the student will be not be allowed to take the final exam and the student will receive a zero as the grade for the final exam. No grades are dropped.

ATTENDANCE GUIDELINES

Class attendance is a very important aspect of a student's success. Being absent from class prevents students from receiving the full benefit of a course and interrupts the learning process. Southeastern Technical College considers both tardiness and leaving early as types of absenteeism. Responsibility for class attendance rests with the student. Regular and punctual attendance at all scheduled classes is required for student success. Students will be expected to complete all work required by the instructor as described in the individual course syllabus.

Instructors have the right to give unannounced quizzes/assignments. Students who miss an unannounced quiz or assignment will receive a grade of 0. Students who stop attending class, but do not formally withdraw, may receive a grade of "F" (Failing 0-59) and face financial aid repercussions in upcoming semesters.

Instructors are responsible for determining whether missed work may be made up and the content and dates for makeup work is at the discretion of the instructor.

Students will not be withdrawn by an instructor for attendance; however, all instructors will keep records of graded assignments and student participation in course activities. The completion dates of these activities will be used to determine a student's last date of attendance in the event a student withdraws, stops attending, or receives an "F" in a course.

ADDITIONAL PROVISIONS

Health Sciences

Requirements for instructional hours within Health Science programs reflect the rules of respective licensure boards and/or accrediting agencies. Therefore, these programs have stringent attendance policies. Each program's attendance policy is published in the program's handbook and/or syllabus which specify the number of allowable absences. All provisions for required make-up work in the classroom or clinical experiences are at the discretion of the instructor.

Attendance is counted from the first scheduled class meeting of each semester. To receive credit for a course a student must attend at least 90% of the scheduled instructional time. Time and/or work missed due to tardiness or absences must be made up at the convenience of the instructor. Any student attending less than the required scheduled instructional time (90%) may be dropped from the course as stated below in the Withdrawal Procedure.

Tardy means arriving after the scheduled time for instruction to begin. Early departure means leaving before the end of the scheduled time. Three (3) tardies or early departures equal one (1) absence for the course. A tardy will be issued if a student has missed less than 20% of instructional class time. An automatic absence will be issued if the student misses greater than 20% of instructional class time. This averages out to 10 minutes per hour. For example, a class that meets from 9:00-11:30 will be considered absent if he/she is not in class by 9:30.

SPECIAL NEEDS

Students with disabilities who believe that they may need accommodations in this class based on the impact of a disability are encouraged to contact [Helen Thomas \(hthomas@southeasterntech.edu\)](mailto:hthomas@southeasterntech.edu), 912-538-3126, to coordinate reasonable accommodations.

SPECIFIC ABSENCES

Provisions for Instructional Time missed because of documented absences due to jury duty, military duty, court duty, or required job training will be made at the discretion of the instructor.

PREGNANCY

Southeastern Technical College does not discriminate on the basis of pregnancy. However, we can offer accommodations to students who are pregnant that need special consideration to successfully complete the course. If you think you will need accommodations due to pregnancy, please advise me and make appropriate arrangements with [Helen Thomas \(hthomas@southeasterntech.edu\)](mailto:hthomas@southeasterntech.edu), 912-538-3126.

WITHDRAWAL PROCEDURE

Students wishing to officially withdraw from a course(s) or all courses after the drop/add period and prior to the 65% portion of the semester (date will be posted on the school calendar) must speak with a Career Counselor in Student Affairs and complete a Student Withdrawal Form. A grade of "W" (Withdrawn) is assigned when the student completes the withdrawal form from the course.

Students who are dropped from courses due to attendance (see your course syllabus for attendance policy) after drop/add until the 65% point of the semester will receive a "W" for the course. Abandoning a course(s) instead of following official withdrawal procedures may result in a grade of "F" being assigned.

After the 65% portion of the semester, the student will receive a grade for the course. (Please note: A zero will be given for all missed assignments.)

There is no refund for partial reduction of hours. Withdrawals may affect students' eligibility for financial aid

for the current semester and in the future, so a student must speak with a representative of the Financial Aid Office to determine any financial penalties that may be assessed due to the withdrawal. All grades, including grades of 'W', will count in attempted hour calculations for the purpose of Financial Aid.

Remember - Informing your instructor that you will not return to his/her course does not satisfy the approved withdrawal procedure outlined above.

A student is allowed to miss a maximum of **3 days of class**. Students missing more than **3 days of class** will be dropped for exceeding the attendance policy.

MAKEUP GUIDELINES (TESTS, QUIZZES, HOMEWORK, PROJECTS, ETC.)

In the event of an **excused absence** on an exam day, the student will be allowed to make-up **one** exam (excluding the final exam) which will be given at the discretion of the instructor. A grade of "0" will be given to all subsequent exams missed. The make-up exam may or may not be the same as the original exam. It may also be a different test format. Failure to show up for a make-up exam results in a grade of zero.

ACADEMIC DISHONESTY POLICY

The Southeastern Technical College Academic Dishonesty Policy states that all forms of academic dishonesty, including but not limited to cheating on tests, plagiarism, collusion, and falsification of information, will call for discipline. The policy can also be found in the Southeastern Technical College Catalog and Student Handbook.

PROCEDURE FOR ACADEMIC MISCONDUCT

The procedure for dealing with academic misconduct and dishonesty is as follows:

1. First Offense

Student will be assigned a grade of "0" for the test or assignment. Instructor keeps a record in course/program files and notes as first offense. The instructor will notify the student's program advisor, academic dean, and the Registrar at the student's home campus. The Registrar will input the incident into Banner for tracking purposes.

2. Second Offense

Student is given a grade of "WF" (Withdrawn Failing) for the course in which offense occurs. The instructor will notify the student's program advisor, academic dean, and the Registrar at the student's home campus indicating a "WF" has been issued as a result of second offense. The Registrar will input the incident into Banner for tracking purposes.

3. Third Offense

Student is given a grade of "WF" for the course in which the offense occurs. The instructor will notify the student's program advisor, academic dean, and the Registrar at the student's home campus indicating a "WF" has been issued as a result of third offense. The Vice President for Student Affairs, or designee, will notify the student of suspension from college for a specified period of time. The Registrar will input the incident into Banner for tracking purposes.

STATEMENT OF NON-DISCRIMINATION

The Technical College System of Georgia and its constituent Technical Colleges do not discriminate on the basis of race, color, creed, national or ethnic origin, sex, religion, disability, age, political affiliation or belief, genetic information, disabled veteran, veteran of the Vietnam Era, spouse of military member or citizenship status (except in those special circumstances permitted or mandated by law). This school is in compliance with Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, color, or national origin; with the provisions of Title IX of the Educational Amendments of 1972, which prohibits discrimination on the basis of gender; with the provisions of Section 504 of the Rehabilitation Act of 1973, which prohibits discrimination on the basis of handicap; and with the American with Disabilities Act (ADA).

The following individuals have been designated to handle inquiries regarding the nondiscrimination policies:

American With Disabilities Act (ADA)/Section 504 - Equity- Title IX (Students) – Office of Civil Rights (OCR) Compliance Officer	Title VI - Title IX (Employees) – Equal Employment Opportunity Commission (EEOC) Officer
Helen Thomas, Special Needs Specialist Vidalia Campus 3001 East 1 st Street, Vidalia Office 108 Phone: 912-538-3126 Email: Helen Thomas hthomas@southeasterntech.edu	Blythe Wilcox, Director of Human Resources Vidalia Campus 3001 East 1 st Street, Vidalia Office 138B Phone: 912-538-3147 Email: Blythe Wilcox bwilcox@southeasterntech.edu

ACCESSIBILITY STATEMENT

Southeastern Technical College is committed to making course content accessible to individuals to comply with the requirements of Section 508 of the Rehabilitation Act of Americans with Disabilities Act (ADA). If you find a problem that prevents access, please contact the course instructor.

GRIEVANCE PROCEDURES

Grievance procedures can be found in the Catalog and Handbook located on Southeastern Technical College’s website.

ACCESS TO TECHNOLOGY

Students can now access Blackboard, Remote Lab Access, Student Email, Library Databases (Galileo), and BannerWeb via the mySTC portal or by clicking the Current Students link on the [Southeastern Technical College \(STC\) Website \(www.southeasterntech.edu\)](http://www.southeasterntech.edu).

TECHNICAL COLLEGE SYSTEM OF GEORGIA (TCSG) GUARANTEE/WARRANTY STATEMENT

The Technical College System of Georgia guarantees employers that graduates of State Technical Colleges shall possess skills and knowledge as prescribed by State Curriculum Standards. Should any graduate employee within two years of graduation be deemed lacking in said skills, that student shall be retrained in any State Technical College at no charge for instructional costs to either the student or the employer.

GRADING POLICY

Assessment/Assignment	Percentage
Chapter Tests	75%
Final Exam	25%

GRADING SCALE

Letter Grade	Range
A	90-100
B	80-89
C	70-79
D	60-69
F	0-59

ALHS 1011 Structure and Function of the Human Body Spring Semester 2018 Lesson Plan

Date/Week	Chapter/Lesson	Content	Assignments and Tests Due Dates	Competency Area
Week 1 1/8		Review syllabus Review STC Policies Go get books	Read Chapter 1 for next class	
1/10	Chapter 1 And Chapter 2	Introduction to EVOLVE Resources (inside the front cover, 1 or 2 pages over) Introduction to the Body Chemistry of Life	Read applicable chapter(s) Utilize Evolve or VitalSource Bookshelf resources in addition to textbook to prepare for test	1 a-c
Week 2 1/15	Holiday	Holiday		
1/17	Chapter 1 and 2 Review	Introduction to the Body Chemistry of Life	Read applicable chapter(s) Utilize Evolve or VitalSource Bookshelf resources in addition to textbook to prepare for test	1 a-c
Week 3 1/22	Test Chapter 1 and 2 Then Chapter 3	TEST Cells	Read applicable chapter(s) Utilize Evolve or VitalSource Bookshelf resources in addition to textbook to prepare for test	1 a-c
1/24	Chapter 4	Tissues	Read applicable chapter(s) Utilize Evolve or VitalSource Bookshelf resources in addition to textbook to prepare for test	2 a-c

Date/Week	Chapter/Lesson	Content	Assignments and Tests Due Dates	Competency Area
Week 4 1/29	Test Chapter 3 and 4 Then Chapter 5	TEST Organ Systems	Read applicable chapter(s) Utilize Evolve or VitalSource Bookshelf resources in addition to textbook to prepare for test	1, 2 a-c
1/31	Chapter 6	Skin and Membranes	Read applicable chapter(s) Utilize Evolve or VitalSource Bookshelf resources in addition to textbook to prepare for test	2 a-c
Week 5 2/5	Test Chapter 5 and 6 Then Chapter 7	TEST Skeletal System	Read applicable chapter(s) Utilize Evolve or VitalSource Bookshelf resources in addition to textbook to prepare for test	3 a-c
2/7	Chapter 7	Skeletal System	Read applicable chapter(s) Utilize Evolve or VitalSource Bookshelf resources in addition to textbook to prepare for test	3 a-c
Week 6 2/12	Test Chapter 7 Then Chapter 8	TEST Muscular System	Read applicable chapter(s) Utilize Evolve or VitalSource Bookshelf resources in addition to textbook to prepare for test	4 a-c
2/14	Chapter 8	Muscular System	Read applicable	4

Date/Week	Chapter/Lesson	Content	Assignments and Tests Due Dates	Competency Area
			chapter(s) Utilize Evolve or VitalSource Bookshelf resources in addition to textbook to prepare for test	a-c
Week 7 2/19	Test Chapter 8 Then Chapter 9	TEST Nervous System	Read applicable chapter(s) Utilize Evolve or VitalSource Bookshelf resources in addition to textbook to prepare for test	5 a-c
2/21	Chapter 10	Senses	Read applicable chapter(s) Utilize Evolve or VitalSource Bookshelf resources in addition to textbook to prepare for test	5 a-c
Week 8 2/26	Chapter 9 and 10 Review	Nervous System Senses	Read applicable chapter(s) Utilize Evolve or VitalSource Bookshelf resources in addition to textbook to prepare for test	5 a-c
2/28	Test Chapter 9 and 10 Then Chapter 11	TEST Endocrine System	Read applicable chapter(s) Utilize Evolve or VitalSource Bookshelf resources in addition to textbook to prepare for test	6 a-c
Week 9 3/5	Chapter 14	Lymphatic System	Read applicable chapter(s)	1 a-c

Date/Week	Chapter/Lesson	Content	Assignments and Tests Due Dates	Competency Area
			Utilize Evolve or VitalSource Bookshelf resources in addition to textbook to prepare for test	
3/7	Test Chapter 11 and 14 Then Chapter 12	TEST Blood	Read applicable chapter(s) Utilize Evolve or VitalSource Bookshelf resources in addition to textbook to prepare for test	7 a-c
Week 10 3/12	Chapter 12 and Chapter 13	Blood Cardiovascular System	Read applicable chapter(s) Utilize Evolve or VitalSource Bookshelf resources in addition to textbook to prepare for test	7 a-c
3/14	Chapter 13	Cardiovascular System	Read applicable chapter(s) Utilize Evolve or VitalSource Bookshelf resources in addition to textbook to prepare for test	7 a-c
Week 11 3/19	Test Chapter 12 and 13 Then Chapter 15	TEST Respiratory System	Read applicable chapter(s) Utilize Evolve or VitalSource Bookshelf resources in addition to textbook to prepare for test	8 a-c
3/21	Chapter 15	Respiratory System	Read applicable chapter(s) Utilize Evolve or	8 a-c

Date/Week	Chapter/Lesson	Content	Assignments and Tests Due Dates	Competency Area
			VitalSource Bookshelf resources in addition to textbook to prepare for test	
Week 12 3/26	Test Chapter 15 Then Chapter 16	TEST Digestive System	Read applicable chapter(s) Utilize Evolve or VitalSource Bookshelf resources in addition to textbook to prepare for test	9 a-c
3/28	Chapter 16	Digestive System	Read applicable chapter(s) Utilize Evolve or VitalSource Bookshelf resources in addition to textbook to prepare for test	9 a-c
Week of 4/2 Spring Break No Class		Spring Break No Classes		
Week 13 4/9	Test Chapter 16 Then Chapter 18	TEST Urinary System	Read applicable chapter(s) Utilize Evolve or VitalSource Bookshelf resources in addition to textbook to prepare for test	10 a-c
4/11	Chapter 18	Urinary System	Read applicable chapter(s) Utilize Evolve or VitalSource Bookshelf resources in addition to textbook to prepare for test	10 a-c

Date/Week	Chapter/Lesson	Content	Assignments and Tests Due Dates	Competency Area
Week 14 4/16	Test Chapter 18 Then Chapter 21	TEST Reproductive System	Read applicable chapter(s) Utilize Evolve or VitalSource Bookshelf resources in addition to textbook to prepare for test	11 a-c
4/18	Chapter 21	Reproductive System	Read applicable chapter(s) Utilize Evolve or VitalSource Bookshelf resources in addition to textbook to prepare for test	11 a-c
Week 15 4/23	Test Chapter 21	TEST	Study for any make-up exams if applicable and study for final exam	1-11 a-c
4/25	Make-ups Final Review	Make-ups (if applicable) Final Exam Review (Must have 70 test average to take the final exam)	Study for final exam	1-11 a-c
Week 16 4/30	Final Exam	Final Exam (Must have 70 test average to take the final exam)		1-11 a-c

Competency Areas: (will vary for each course/taken from state standards)

- 1) General Plan and Function of the Human Body
- 2) Integumentary System
- 3) Skeletal system
- 4) Muscular System
- 5) Nervous and Sensory System
- 6) Endocrine System
- 7) Cardiovascular System
- 8) Respiratory System
- 9) Digestive System
- 10) Urinary System
- 11) Reproductive System

General Core Educational Competencies

- a) The ability to utilize standard written English.
- b) The ability to solve practical mathematical problems.

c) The ability to read, analyze, and interpret information.