HIGH SCHOOL CURRICULUM PROPOSAL

PROPOSED COURSE NAME: Anatomy and Physiology

OLD COURSE NAME (if applicable): N/A

SUBMITTED BY: Andrew Baden

Underline the Appropriate Item: <u>New Course</u> / Major revision to an existing course

Implementation Date: 2020-2021 school year

Person(s) who will write the Curriculum: Andrew Baden/K.Neri

Respond to the following:

Duration: Full year

Open to: Juniors/Seniors/High academic achieving sophomores interested in a health-related profession

Prerequisites: Biology

Pass/Fail Option: N/A

Credit:

If the course meets a graduation requirement, which one does meet?
This course would fulfill one of the 3 necessary science credits needed to graduate.

Where does this course fit into department sequence?
This course would be for any student who has completed general Biology and wishes to prepare for a career/college experience in the sciences to apply additional rigor to this content area. We currently do not offer any science classes outside of the traditional 3 year required track.

What is the potential impact of this course on the other department offerings?
This course should not deplete numbers from other offerings, as it would be an optional 4th year science or additional science class for Juniors/Sophs that wish to challenge themselves academically and prepare a future college/career science field.

Course Description
Anatomy and physiology is a class that will teach students the structures of the human body as well as understanding the function of those structures and their relationship to other body systems.

Special Notes (i.e., extended periods, team teaching, etc.)

Submit the Completed form to the Building Principal who will forward to the Superintendent

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RATIONALE, OBJECTIVES, STRATEGIES

1. Course Rationale

   A) What is the evidence of student need for this course?
   Currently we lack options for any science electives or 4th year science courses for students interested in pursuing a career in this field.

   B) What departmental needs/goals would this course meet?
   This course would primarily be an option to increase rigor for life science, of which we only offer one course that is taught at the freshman level (Biology). There is no further opportunity for students to challenge themselves in life science.

   C) What institutional needs/goals would this course meet?
   This would offer an opportunity for high achieving students to bolster their academic resume and challenge themselves without the need to go off-campus for classes such as Running Start.

2. Course Objectives: What will each student learn and know?

The primary objective of this course would be for students to identify structures within the human body as well as understanding the functions of those structures and how they interact with other body systems. Additionally students would be able to apply that knowledge in the form of case studies to connect the content to actionable real-world problems.

3. What types of instructional strategies will be used in the class?
This class would have a practical portion that allows students to interact with the content learned from lecture in the form of labs, virtual models, and some physical models of structures.

4. What types of student assessment procedures will be used? How will the assessment be used to guide instruction?

Assessment of introductory concepts and structure knowledge would be assessed in a traditional fashion, but the assessments would progressively move towards practicals (identification on models) and culminate in the ability for students to solve case studies taking skills they have obtained and showing the ability to synthesize a diagnosis.

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5. List resources needed and approximate costs to implement this course. Include staff development, materials, textbooks, additional staff, equipment, technology resources, facilities, and fees.

Include any additional information pertinent to your course.