Randolph Township Schools
Randolph High School

Anatomy and Physiology Honors Curriculum

"Anatomy is to physiology what geography is to history; just as it is not enough to know the typography of a country to understand its history, so also it is not enough to know the anatomy of organs to understand their functions."
~ Claude Bernard

Department of
Science, Technology, Engineering, and Math
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Curriculum Developed
July 2014

Date of Board Approval
September 16, 2014

Randolph Township Schools
Department of STEM
Anatomy and Physiology Honors

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Randolph Township Schools

Mission Statement

We commit to inspiring and empowering all students in Randolph schools to reach their full potential as unique, responsible and educated members of a global society.

Randolph Township Schools
Affirmative Action Statement

Equality and Equity in Curriculum

The Randolph Township School district ensures that the district's curriculum and instruction are aligned to the state's standards. The curriculum provides equity in instruction, educational programs and provides all students the opportunity to interact positively with others regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability or socioeconomic status.

N.J.A.C. 6A:7-1.7(b): Section 504, Rehabilitation Act of 1973; N.J.S.A. 10:5; Title IX, Education Amendments of 1972

RANDOLPH TOWNSHIP BOARD OF EDUCATION
EDUCATIONAL GOALS
VALUES IN EDUCATION

The statements represent the beliefs and values regarding our educational system. Education is the key to self-actualization, which is realized through achievement and self-respect. We believe our entire system must not only represent these values, but also demonstrate them in all that we do as a school system.

We believe:

- The needs of the child come first
- Mutual respect and trust are the cornerstones of a learning community
- The learning community consists of students, educators, parents, administrators, educational support personnel, the community and Board of Education members
- A successful learning community communicates honestly and openly in a non-threatening environment
- Members of our learning community have different needs at different times. There is openness to the challenge of meeting those needs in professional and supportive ways
- Assessment of professionals (i.e., educators, administrators and educational support personnel) is a dynamic process that requires review and revision based on evolving research, practices and experiences
- Development of desired capabilities comes in stages and is achieved through hard work, reflection and ongoing growth

Randolph Township Schools
STEM Department
Anatomy and Physiology Honors

Introduction

Anatomy and Physiology Honors is a semester elective course in the STEM department for students who have completed Honors Biology. It introduces students to the structures and functions of the human body and provides a solid foundation for students pursuing careers in the allied health fields. Laboratory investigations include comprehensive dissections of each system, histology, model construction, and the measuring and analysis of a variety of physiological variables.

RANDOLPH TOWNSHIP SCHOOL DISTRICT
Curriculum Pacing Chart
Anatomy and Physiology Honors

SUGGESTED TIME ALLOTMENT	UNIT NUMBER	CONTENT - UNIT OF STUDY
1 weeks	**I**	**Introduction to Anatomy and Physiology**
3 weeks	**II**	**Skeletal System**
3 weeks	**III**	**Muscular System**
3 weeks	**IV**	**Digestive System**
3 weeks	**V**	**Cardiovascular System**
3 weeks	**VI**	**Respiratory System**
2 weeks	**VII**	**Urinary System**

RANDOLPH TOWNSHIP SCHOOL DISTRICT
Anatomy and Physiology Honors
UNIT I: Introduction to Anatomy and Physiology

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS	
Proper anatomical terminology is required for accurate and universal communication.	• How can directional terms, body planes, body cavities, and regional terms allow for correct anatomical orientation?	
Living things can be described, organized and classified based on levels of structural organization.	• How do levels of structural complexity assist with organizing and classifying living things?	
Living things depend on maintaining homeostasis and necessary life functions.	• Why do living things require a state of dynamic equilibrium? • What mechanisms allow living things to maintain homeostasis? • What are the consequences of a deficiency of one of the necessary life functions and/or survival needs?	
KNOWLEDGE	**SKILLS**	**CC/NJCCCS**
Students will know:	**Students will be able to:**	5.1.A.12.1 5.1.A.12.2
The relationship between anatomy and physiology.	Explain how anatomy and physiology are related.	5.1.A.12.3 5.1.12.B.1
Major levels of structural organization in living organisms.	Describe and give examples of structural organization.	5.1.12.B.2 5.1.12.B.3
	Classify structures, tissues, organs, and systems.	5.1.12.B.4 5.1.12.C.1
The major organ systems and their components.	Identify and describe the function and components of the major organ systems.	5.1.12.C.2 5.1.12.C.3 5.1.12.D.1
The importance of homeostasis, survival needs, and necessary life functions to living things.	Evaluate negative and positive feedback loops.	5.1.12.D.2 5.1.12.D.3
	Explain the need for nutrients, oxygen, water, body temperature, and atmospheric pressure.	5.2.12.A.6 5.3.12.A.1 5.3.12.A.2
	Justify the need for maintaining boundaries, movement, responsiveness, digestion, metabolism, excretion, reproduction, and growth.	5.3.12.A.4 5.3.12.A.3 5.3.12.A.5 5.3.12.A.6
The language of anatomy.	Use proper anatomical terminology to describe body directions, surfaces, regional landmarks, and body planes.	HSS-ID.A.1 HSS-ID.A.3 HSS-ID.B.6

	Locate the major body cavities and list the organs in each.	HSS-IC.B.6 RST.11-12.1 RST.11-12.2 RST.11-12.3 RST.11-12.4 RST.11-12.5 RST.11-12.6 RST.11-12.7 RST.11-12.8 RST.11-12.9 RST.11-12.10

RANDOLPH TOWNSHIP SCHOOL DISTRICT
Unit I - Curriculum Pacing Chart
Anatomy and Physiology Honors

SUGGESTED TIME ALLOTMENT	CONTENT-UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
1 week	**Unit I – Introduction to Anatomy and Physiology** o Overview of Anatomy and Physiology o Levels of Structural Organization o Homeostasis o Language of Anatomy	Textbook: Marieb, *Essentials of Human Anatomy and Physiology*, 7th ed. 2003. Dissection Resources: Binkley, *Dissection of the Cat,* 2006. Gilbert, *Pictorial Anatomy of the Cat, 1987.*

RANDOLPH TOWNSHIP SCHOOL DISTRICT
Anatomy and Physiology Honors
Unit II: Skeletal System

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
The skeletal system is instrumental in the support, movement, and protection of the body.	• What are the functions of the skeletal system?
Bones are dynamic organs that interact and support other systems of the body.	• What is the composition of bones and how does this relate to their function? • What is the relationship of bones with other systems in the body?
Bone identification and classification is based on size, function, composition, and location.	• How are bones identified and classified as long, short, flat, or irregular? • What are the characteristics of bones of the axial and the appendicular skeletons?
Articulation identification and classification is based on function and structure.	• What are characteristics used to classify joints? • How does the structure of joints relate to their function?

KNOWLEDGE	SKILLS	CC/NJCCCS
Students will know:	**Students will be able to:**	5.1.A.12.1 5.1.A.12.2
The functions of the skeletal system.	Evaluate skeletal functions as providing or assisting with support, movement, and/or protection.	5.1.A.12.3 5.1.12.B.1 5.1.12.B.2
Gross long bone anatomy and physiology.	Identify and relate the structures of long bones to their functions.	5.1.12.B.3 5.1.12.B.4
Bone histology and physiology.	Identify and relate the microscopic structures of bones to their functions.	5.1.12.C.1 5.1.12.C.2 5.1.12.C.3
The names, locations, and functions of all of the bones of the human body.	Identify all of the bones and describe their function.	5.1.12.D.1 5.1.12.D.2 5.1.12.D.3
The criteria utilized to classify bones.	Classify bones as long, flat, short, or irregular and as belonging to the axial or appendicular skeleton.	5.2.12.A.6 5.3.12.A.1 5.3.12.A.2
Articulations vary based on function and structure.	Classify and identify joints based on their structure and function.	5.3.12.A.4 5.3.12.A.3 5.3.12.A.5 5.3.12.A.6

		HSS-ID.A.1 HSS-ID.A.3 HSS-ID.B.6 HSS-IC.B.6 RST.11-12.1 RST.11-12.2 RST.11-12.3 RST.11-12.4 RST.11-12.5 RST.11-12.6 RST.11-12.7 RST.11-12.8 RST.11-12.9 RST.11-12.10

RANDOLPH TOWNSHIP SCHOOL DISTRICT
Curriculum Pacing Chart
Unit II: Skeletal System

SUGGESTED TIME ALLOTMENT	CONTENT-UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
3 weeks	**Unit II – Skeletal System** o Function of skeletal system o Gross bone anatomy and physiology o Bone histology o Bone identification and classification o Articulations	Textbook: Marieb, *Essentials of Human Anatomy and Physiology*, 7th ed. 2003. Dissection Resources: Binkley, *Dissection of the Cat,* 2006. Gilbert, *Pictorial Anatomy of the Cat, 1987.*

RANDOLPH TOWNSHIP SCHOOL DISTRICT
Anatomy and Physiology Honors
Unit III: Muscular System

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS	
The muscular system plays a major role in movement, support, and homeostasis of the human body.	• What are the functions of the muscular system? • How does the muscular system help to maintain homeostasis?	
Muscle types vary in structure to support their specific function.	• What are the 3 different muscle types and how do they vary? • How do muscles allow for movement?	
Muscles are named based on their location and action performed.	• What movements do muscles allow?	
KNOWLEDGE	**SKILLS**	**CC/NJCCCS**
Students will know:	**Students will be able to:**	5.1.A.12.1 5.1.A.12.2
The functions of muscles in the human body.	Explain how muscles aid in supporting the body.	5.1.A.12.3 5.1.12.B.1
	Analyze muscles' role in homeostasis of the human body.	5.1.12.B.2 5.1.12.B.3
	Diagram how a muscle contraction allows for movement.	5.1.12.B.4 5.1.12.C.1
The structure of the 3 muscle types.	Compare skeletal, cardiac, and smooth muscle structures.	5.1.12.C.2 5.1.12.C.3
	Analyze the need for different muscle types supporting different body structures.	5.1.12.D.1 5.1.12.D.2 5.1.12.D.3
The mechanism for muscle contraction and relaxation.	Illustrate the effects of an action potential in a muscle cell.	5.2.12.A.6 5.3.12.A.1
	Compare the functions of actin and myosin in muscle function referencing the sliding filament theory.	5.3.12.A.2 5.3.12.A.4 5.3.12.A.3
The different types of muscle movement.	Classify the body movements allowed for by skeletal muscle and provide an example of muscle allowing each type of movement.	5.3.12.A.5 5.3.12.A.6
The names, location, and movement allowed by given muscles.	Identify the name, location, and movement allowed by all superficial anterior and posterior muscles.	HSS-ID.A.1 HSS-ID.A.3 HSS-ID.B.6 HSS-IC.B.6
	Classify muscles as prime movers, antagonists, synergists, and fixators.	RST.11-12.1

		RST.11-12.2 RST.11-12.3 RST.11-12.4 RST.11-12.5 RST.11-12.6 RST.11-12.7 RST.11-12.8 RST.11-12.9 RST.11-12.10

RANDOLPH TOWNSHIP SCHOOL DISTRICT
Curriculum Pacing Chart
Unit III: Muscular System

SUGGESTED TIME ALLOTMENT	CONTENT-UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
3 weeks	**Unit III – Muscular System** o Anatomy of the muscular system o Physiology of the muscular system o Muscle movements and types o Skeletal muscle activity	Textbook: Marieb, *Essentials of Human Anatomy and Physiology*, 7th ed. 2003. Dissection Resources: Binkley, *Dissection of the Cat*, 2006. Gilbert, *Pictorial Anatomy of the Cat, 1987.*

RANDOLPH TOWNSHIP SCHOOL DISTRICT
Anatomy and Physiology Honors
UNIT IV: Digestive System

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS	
The digestive system breaks down ingested food to particles small enough to be absorbed into the blood.	• What are the roles of the various organs and structures of the digestive system and how have they adapted in these roles?	
The anatomy of organs and structures of the digestive system are directly related to their physiology.	• What are the adaptations that have allowed digestive organs and structures to increase surface area? • How and where are various components of food isolated and absorbed by the body?	
KNOWLEDGE	**SKILLS**	**CC/NJCCCS**
Students will know: The anatomy and physiology of the organs and structures that compose and are accessory to the alimentary canal. The physiology of the digestive system. Where and how lipids, carbohydrates, and proteins in food are isolated and absorbed by the body. The relationship between nutrition and metabolism.	**Students will be able to:** Identify the organs and structures that compose and are accessory to the alimentary canal. Describe the general activities of each digestive system organ. Identify the overall function of the digestive system. Identify the location of digestion and absorption of foodstuffs. Identify the enzyme or secretions responsible for specific digestive processes. Differentiate between chemical and mechanical digestion. Recognize the sources of carbohydrates, lipids, and proteins. Explain the importance of energy balance in the body and indicate consequences of energy imbalance. Identify several factors that influence metabolic rate and indicate the effect of each.	5.1.A.12.1 5.1.A.12.2 5.1.A.12.3 5.1.12.B.1 5.1.12.B.2 5.1.12.B.3 5.1.12.B.4 5.1.12.C.1 5.1.12.C.2 5.1.12.C.3 5.1.12.D.1 5.1.12.D.2 5.1.12.D.3 5.2.12.A.6 5.3.12.A.1 5.3.12.A.2 5.3.12.A.4 5.3.12.A.3 5.3.12.A.5 5.3.12.A.6 HSS-ID.A.1 HSS-ID.A.3 HSS-ID.B.6 HSS-IC.B.6 RST.11-12.1

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RANDOLPH TOWNSHIP SCHOOL DISTRICT
Unit IV - Curriculum Pacing Chart
Anatomy and Physiology Honors

SUGGESTED TIME ALLOTMENT	CONTENT-UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
3 weeks	**Unit IV – Digestive System** o Anatomy of the digestive system o Physiology of the digestive system o Nutrition and metabolism	Textbook: Marieb, *Essentials of Human Anatomy and Physiology*, 7th ed. 2003. Dissection Resources: Binkley, *Dissection of the Cat,* 2006. Gilbert, *Pictorial Anatomy of the Cat, 1987.*

RANDOLPH TOWNSHIP SCHOOL DISTRICT
Honors Anatomy and Physiology
UNIT V: Cardiovascular System

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS	
The heart pumps blood throughout the body which allows for the transfer of oxygen and nutrients to cells, and waste products away from cells.	• What are the functions of the cardiovascular system and how has it adapted in this role? • What function does blood have in maintaining homeostasis?	
The anatomy of organs and structures of the cardiovascular system are directly related to their physiology.	• Why is the heart composed of four chambers? • What are the adaptations and structures that allow blood to flow in only one direction?	
KNOWLEDGE	**SKILLS**	**CC/NJCCCS**
Students will know: The path of blood throughout the body. The structure of the heart. The types of blood vessels and their role in blood circulation. How to take blood pressure, pulse, and listen to heart sounds.	**Students will be able to:** Trace the flow of blood throughout the body. Compare the pulmonary and systemic circuits and explain the need for both. Label the chambers and valves of a human heart. Trace the flow of blood through the heart. Compare the structure and function of arteries, veins, and capillaries. Analyze their own blood pressure and pulse and compare to averages. Identify the various heart sounds and explain their cause.	5.1.A.12.1 5.1.A.12.2 5.1.A.12.3 5.1.12.B.1 5.1.12.B.2 5.1.12.B.3 5.1.12.B.4 5.1.12.C.1 5.1.12.C.2 5.1.12.C.3 5.1.12.D.1 5.1.12.D.2 5.1.12.D.3 5.2.12.A.6 5.3.12.A.1 5.3.12.A.2 5.3.12.A.4 5.3.12.A.3 5.3.12.A.5 5.3.12.A.6 HSS-ID.A.1 HSS-ID.A.3 HSS-ID.B.6 HSS-IC.B.6

		RST.11-12.1 RST.11-12.2 RST.11-12.3 RST.11-12.4 RST.11-12.5 RST.11-12.6 RST.11-12.7 RST.11-12.8 RST.11-12.9 RST.11-12.10

RANDOLPH TOWNSHIP SCHOOL DISTRICT
Unit V - Curriculum Pacing Chart
Anatomy and Physiology Honors

SUGGESTED TIME ALLOTMENT	CONTENT-UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
3 weeks	**Unit V – Cardiovascular System** o Anatomy of the cardiovascular system o Physiology of the cardiovascular system o Systemic and pulmonary circulations	Textbook: Marieb, *Essentials of Human Anatomy and Physiology*, 7th ed. 2003. Dissection Resources: Binkley, *Dissection of the Cat*, 2006. Gilbert, *Pictorial Anatomy of the Cat, 1987.*

RANDOLPH TOWNSHIP SCHOOL DISTRICT
Anatomy and Physiology Honors
UNIT VI: Respiratory System

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS	
The respiratory system supplies oxygen to the blood while removing carbon dioxide.	• What are the roles of the various organs and structures of the respiratory system and how have they adapted in these roles?	
The anatomy of organs and structures of the respiratory system are directly related to their physiology.	• What are the adaptations of the respiratory system that increase surface area and provide protection? • How does the respiratory system interact with other body systems?	
KNOWLEDGE	**SKILLS**	**CC/NJCCCS**
Students will know: The anatomy and physiology of the organs and structures that compose the respiratory system. The four distinct events of respiratory physiology. How respiratory muscles cause volume changes that lead to air flow into and out of the lungs. The relationship among the respiratory volumes. The general distinguishing characteristics and specific types of non-respiratory air movements.	**Students will be able to:** Identify the organs and structures that compose the respiratory system. Describe and relate external respiration, internal respiration, pulmonary ventilation, and respiratory gas transport. Explain how changes in volume caused by respiratory muscles, leads to pressure changes relative to atmospheric pressure, which results in air flow into and out of the lungs. Measure and distinguish among the various lung capacities. Relate lung capacity to fitness and disease. Identify, describe, and compare hiccupping, laughing, crying, coughing, and sneezing.	5.1.A.12.1 5.1.A.12.2 5.1.A.12.3 5.1.12.B.1 5.1.12.B.2 5.1.12.B.3 5.1.12.B.4 5.1.12.C.1 5.1.12.C.2 5.1.12.C.3 5.1.12.D.1 5.1.12.D.2 5.1.12.D.3 5.2.12.A.6 5.3.12.A.1 5.3.12.A.2 5.3.12.A.4 5.3.12.A.3 5.3.12.A.5 5.3.12.A.6 HSS-ID.A.1 HSS-ID.A.3 HSS-ID.B.6 HSS-IC.B.6

		RST.11-12.1 RST.11-12.2 RST.11-12.3 RST.11-12.4 RST.11-12.5 RST.11-12.6 RST.11-12.7 RST.11-12.8 RST.11-12.9 RST.11-12.10

RANDOLPH TOWNSHIP SCHOOL DISTRICT
Unit VI - Curriculum Pacing Chart
Anatomy and Physiology Honors

SUGGESTED TIME ALLOTMENT	CONTENT-UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
3 weeks	**Unit VI – Respiratory System** o Anatomy of the respiratory system o Physiology of the respiratory system o Respiratory physiology o Mechanics of breathing o Respiratory volumes o Nonrespiratory air movements	Textbook: Marieb, *Essentials of Human Anatomy and Physiology*, 7th ed. 2003. Dissection Resources: Binkley, *Dissection of the Cat,* 2006. Gilbert, *Pictorial Anatomy of the Cat, 1987.*

RANDOLPH TOWNSHIP SCHOOL DISTRICT
Anatomy and Physiology Honors
UNIT VII: Urinary System

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
The urinary system rids the body of nitrogenous wastes while regulating water, electrolyte, and acid-base balance of the blood.	• How does the urinary system contribute to maintaining homeostasis in a human body? • How does the urinary system contribute to the nitrogen cycle?
The anatomy of organs and structures of the urinary system are directly related to their physiology.	• How does the structure of kidneys allow them to clean the blood?

KNOWLEDGE	SKILLS	CC/NJCCCS
Students will know:	**Students will be able to:**	5.1.A.12.1 5.1.A.12.2
The location and structure of the major components of the urinary system.	Identify and label the major structures of the kidney.	5.1.A.12.3 5.1.12.B.1 5.1.12.B.2
The function of the kidneys for homeostatic balance.	Explain how the kidney filters out nitrogen containing waste.	5.1.12.B.3 5.1.12.B.4
	Explain the kidneys role in water and electrolyte balance of blood.	5.1.12.C.1 5.1.12.C.2
	Explain the cause and danger of kidney stones.	5.1.12.C.3 5.1.12.D.1
The path of blood through the kidneys.	Diagram blood flow through the major structures of the kidney.	5.1.12.D.2 5.1.12.D.3
	Explain the role of the kidney structures in filtering blood.	5.2.12.A.6 5.3.12.A.1
The path of urine from the kidneys to urination.	Diagram the flow of urine through the major structures of the urinary system.	5.3.12.A.2 5.3.12.A.4 5.3.12.A.3 5.3.12.A.5 5.3.12.A.6 HSS-ID.A.1 HSS-ID.A.3 HSS-ID.B.6 HSS-IC.B.6

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RANDOLPH TOWNSHIP SCHOOL DISTRICT
Unit VII - Curriculum Pacing Chart
Anatomy and Physiology Honors

SUGGESTED TIME ALLOTMENT	CONTENT-UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
2 weeks	**Unit VII – Urinary System** o Anatomy of the urinary system o Physiology of the urinary system o Urine formation	Textbook: Marieb, *Essentials of Human Anatomy and Physiology*, 7th ed. 2003. Dissection Resources: Binkley, *Dissection of the Cat*, 2006. Gilbert, *Pictorial Anatomy of the Cat, 1987.*

RANDOLPH TOWNSHIP SCHOOL DISTRICT
Anatomy and Physiology Honors

APPENDIX A

RESOURCES:

Textbook:

Essentials of Human Anatomy and Physiology, 7th ed.
Author: Marieb, E.N.
ISBN: 0-8053-5385-2
Copyright 2003 Pearson

Dissection Resources:

Dissection of the Cat
Author: Binkley, S.W.
ISBN: N/A
Copyright 2006 Carolina Biological Supply

Pictorial Anatomy of the Cat
Author: Gilbert, S.G.
ISBN: 0-295-954554-X
Copyright 1987 University of Washington Press

Technology:

- Spreadsheet software such as Excel
- Word processor software such as Word
- Presentation software such as Powerpoint

Web addresses:

Online atlases of human anatomy:
http://www.visiblebody.com/index.html
http://www.anatomyatlases.org/

VO2 Max:
http://www.brianmac.co.uk/vo2max.htm

BMI, BMR, and RMR:
http://www.caloriesperhour.com/index_burn.php

Textbook: Marieb, *Essentials of Human Anatomy and Physiology*, 7th ed. 2003.

Discovery Video Series: Human Body Pushing the Limits

Suggested Lab Exercises:
Perspiration Lab
Long Bone Anatomy
Comparative Skeletal Anatomy and Physiology
Knee Construction Lab
Skeleton Lab
Cow Articulation Dissection
Cat Muscle Dissections
Muscle Histology
Digestive System Map
Digestive System Dissections
BMI, BMR, RMR, Calories, and Calories Burned Lab
Respiratory System Dissections
Respiratory System Model Lab
Lung Capacity Lab
VO2 Max Lab
Respiratory Rate and Asthma Lab
Cardiovascular System Dissections
Heart Rate and Physical Fitness Labs
Urinary System Dissections
Kidney Dissection
Ovariohysterectomy Surgery Lab
Kidney Transplant Surgery Lab

RANDOLPH TOWNSHIP SCHOOL DISTRICT
Anatomy and Physiology Honors

APPENDIX B

ASSESSMENT:

- Pre-assessment
- Quizzes
- Tests
- Individual Projects
- Group Projects
- Lab Reports
- Homework

RANDOLPH TOWNSHIP SCHOOL DISTRICT
Anatomy and Physiology Honors

APPENDIX C

Opportunities exist for interdisciplinary units with courses such as Statistics, Animal Behavior, Environmental Science, and Genetics.

RANDOLPH TOWNSHIP SCHOOL DISTRICT
Anatomy and Physiology Honors

APPENDIX D

It is assumed that the student has successfully completed Honors Biology.

RANDOLPH TOWNSHIP SCHOOL DISTRICT
Anatomy and Physiology Honors

APPENDIX E

Lesson plans to follow as curriculum is implemented.