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## District Mission

To educate students to be self-directed learners, collaborative workers, complex thinkers, quality producers, and community contributors.

## Department Mission

At Naperville North High School, our mission is to provide high-quality, innovative, and engaging science education that fosters deep understanding, critical thinking, and a lifelong passion for scientific inquiry. Grounded in the Next Generation Science Standards (NGSS), our curriculum and teaching approach empower students to develop the knowledge, skills, and attitudes necessary to thrive in a rapidly changing world. We are dedicated to nurturing curiosity, collaboration, and scientific literacy, preparing our students to become informed citizens who can contribute to solving local and global challenges through the application of scientific principles.

## Course Description

This course is designed to introduce and broaden the level of understanding about the human body through an in depth study of various topics within anatomy physiology. A systematic approach to the study of the human body and the process of homeostasis will be reinforced by numerous laboratory components. Form and function of tissues will be discussed on the microscopic and macroscopic levels, through extensive use of microscopes and multiple dissections. The dissections may include a rabbit, pig, cow eye, sheep brain, pig heart, among other specimens. This class is designed to prepare students to be successful in a college anatomy physiology course. Students considering this course should be self-directed learners with strong reading comprehension skills and the ability to collaborate successfully with their peers. Students should consider their entire schedule when selecting this weighted course.

## Course Standards & Weights

**Academic**  
[HS-LS1 From Molecules to Organisms: Structures and Processes](#)

### **SEL**

[1C.4b. Apply strategies to overcome obstacles to goal achievement.](#)

[2B.4b. Demonstrate respect for individuals from different social and cultural groups.](#)

[3B.4a. Evaluate personal abilities to gather information, generate alternatives, and anticipate the consequences of decisions.](#)

## Units of Study:

Targets linked for each unit

Semester 1:

[Unit 1 - Introduction and Terminology](#)

[Unit 2 - Histology](#)

[Unit 3 - Skeletal system](#)

[Unit 4 - Articulations](#)

[Unit 5 - Muscular System](#)

Semester 2:

[Unit 6 -Nervous System/Special Senses](#)

[Unit 7 - Cardiovascular System](#)

[Unit 8 - Blood](#)

[Unit 9 -Digestive System](#)



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## [Unit 10 - Excretory System](#)

### Grade Calculation Definitions

Students will be provided with multiple and varied opportunities to demonstrate mastery of learning standards. Although varied in content, all courses will include examples of practice and evidence of learning:

- **Evidence of Learning:** Tasks or assessments where feedback is provided to the student and considered evidence of a student's level of proficiency on a given standard or skill. This may include, but is not limited to formative tasks that provide insights on areas for growth as well as summative tests, projects and/or performances. In this course, specific examples include: Unit Exams and Lab Practicals
- **Practice:** Tasks that are connected to course standards and learning targets that promote the development of skills and/or knowledge that will be assessed, but where feedback is not provided. This may include, but is not limited to daily readings, note taking, practice exercises and tasks essential to the learning process. In this course, specific examples include: In class activities, action potential modeling, & self & peer assessments.

### Grading Disbursement

Semester grades for all classes (prior to the final exam) will be calculated by a weighted average. As part of the calculation for the overall semester grade, final exams/projects will not exceed 15% of the semester grade.

A = 100-90%, B = 89-80%, C = 79-70%, D = 69-60%, F = 59-0%

Semester Grade:

- Coursework = 85%                      (Evidence of Learning = 90%, Practice= 10%)
- Evidence of Learning - Tests, quizzes, lab practicals, some projects.
- Practice - Daily work, homework, exit slips, etc.
- Final Exam = 15% *Final Exam Format:* Comprehensive final

### Grading Practices

Grades communicate each student's progress toward mastery of goals/standards for the course.

- Infinite Campus Symbols/Comments:
  - A score of "Missing" (M) will indicate an assessment has not been turned in and the comments section will include a specific date by which students can still submit. After that date, a zero (0) will be recorded.
  - Any score may also have a comment indicating the due date, turned in, late, reassessment eligibility including the timeline and/or reassessment final scores.
  - A zero indicates that no attempt was made by the student. If a legitimate attempt is made on an assessment and practice work has been completed in a consistent and timely manner (*completing 80% of practice listed in Infinite Campus.*), a score of 50% will be the lowest possible grade on the applicable
- Late Work:
  - Evidence of Learning work submitted after the original due date cannot be penalized more than a total of 10% and can be submitted for credit up to 5 days after the original due date.



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- Practice Work is not accepted for credit after the due date.
- Other:
  - No extra credit will be issued.

## Academic Integrity Code

District 203 students are challenged to address the academic process enthusiastically, diligently, and most importantly, honestly. It is the responsibility of our students, teachers, and administration to uphold the fundamental academic values of honesty, responsibility, fairness, respect, and trust. The integrity of our district's academic programs is built upon these principles.

Academic integrity violations include cheating; plagiarism, self-plagiarism or copy infringement; obtaining or providing an unfair advantage; falsification of documents; unauthorized access to records; and inappropriate collaboration, whether intentional or unintentional. The classroom teacher and administration will collaborate and exercise professional judgment in determining academic integrity violations.

## Reassessment Policy

Instructors can initiate the reassessment process when a student scores below 85% and one of the following scenarios applies:

1. There was timely and consistent completion of practice work and formative assessments.
  2. A one-time performance on an assessment does not reflect the student's level of proficiency leading up to the assessment.
  3. Summative assessment score is below 85%.
- **Only unit tests (not lab practicals)** with a score below 85% are eligible for reassessment
    - The reassessment opportunity will require completing designated learning experiences as assigned by the teacher. Designated learning experiences that demonstrate readiness as assigned by the teacher are listed below.
      - Complete a new study guide/review sheet/etc.
      - Utilize a peer tutor prior to reassessment.
    - Reassessments **MUST** be completed within 5 school days of the student receiving feedback unless otherwise determined by the instructor. The reassessment deadline should be communicated in an IC comment.
    - The final reassessment score will be capped at 85%.
  - Timeline: Reassessments must be completed 5 school days after the student receives feedback (unless otherwise determined by the instructor).
  - Project-Based Assessments that include multiple opportunities for feedback and improvement in the assessment process will represent multiple attempts and be considered a reassessment

## Student Communication

- You are encouraged to communicate with their teacher regarding questions.
- Teachers make every effort to respond to emails and phone calls within 24 hours during the workweek.



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## Additional Resources for Support

- The best way to communicate with teachers is through email; however, if you haven't received a response within 48 hours, please resend the email or call their voicemail. Your email may have been filtered.
- You can make an appointment with your teacher should you need additional instruction or support in learning material.
- You can attend After School Tutoring in the Learning Commons Monday, Wednesday, and Thursday from 3:15-4:15 to receive extra support or to work on assignments.
- You can drop in to work with a peer tutor during lunch periods or before school in the Literacy Center.

## Parents or Guardians Partnership

Naperville North believes in a collective partnership with parents/guardians which provides students the best opportunities for success.

Some ways parents/guardians can support their student's learning are:

- Actively check Infinite Campus for their student's grades.
  - Infinite Campus is a tool to progress monitor student work until the final course grade is posted.
  - Monthly progress grades are posted and represent the current grade of a student in the course at that moment in time.
- Discuss missing assignments, reiterate due dates, help organize folders, materials, assignment notebooks, and review upcoming projects and assessments.