

Television Production II
January-June 2009

Assignment # 1

7 Minute Multi-Camera Production with Remote Segment

The aim of this assignment is to get you familiar with setting up a studio shoot & editing it together with an ENG shoot.

- a. Write proposal that includes: (form to be distributed)
1. Crew and Talent Positions (from within and outside your group)
 2. Subject matter of studio segment.
 3. Subject matter of remote on-location segment
 4. Book studio time
 5. Book ENG camera, mics, tripod and any other accessories needed.
 6. Book editing time, on G4, Studio G5, Control Room G5.

Proposal due date: **Wednesday, February 4, 2009 AT BEGINNING OF CLASS!**

Project *NEW* due date: **Tuesday, March 24, 2009, DVD IN MY HANDS!**

Assignment # 2

3 Minute(Approximate) News Package

Find a news story either about the school or the City of Melrose.

- a. write a proposal that includes:
1. News topic
 2. People interviewed
 3. what the cutaways will consist of (source) ie, video, stills, etc.)
 4. dates camera and mic are to be signed out.
 5. editing dates on which computer system, G4, Studio G5, Control Room G5.

Proposal due date: Monday, March 23, 2009

Your completed news package should consist of the following

1. interview or interviews, documentary style.
2. stand-up introduction by reporter (interviewer)
3. voiceover narration on at least part of the story.
4. lower thirds to identify speakers.

News Package due date: Friday, April 3, 2009
DVD in my hands!

Assignment # 3
Biography CANCELLED

Assignment #4

3-5 Minute Dramatic or Comedic Scene

Write a script for a scene that will be done in the studio. This will require actors to be in front of the camera.

Write an A/V script along with your usual video proposal

Your proposal will

1. describe your scene or skit
2. date of studio shoot
3. editing dates on which computer system, G4, Studio G5, Control Room G5.

A/V script and proposal are both due: Wednesday, April 8, 2009

Finished Dramatic or Comedic Scene Due Date: Friday, April 22, 2009
That means DVD in my hands!

Assignment #5

Final Project: A. 5 to 8 minute documentary. Use a combination of interviews, voiceovers, music and cutaways to describe a real event, group, cause or situation.

Write a proposal that includes the following:

- a. Subject of documentary
- b. proposed interviews.
- c. proposed cutaways
- d. Statement as to whether this will consist of studio segments, on location segments or both.

5-8 Minute Documentary Proposal Due Date: May 15, 2009

Final Project DVD due last day of class on date of Final!

Seniors will cut out the comedic or dramatic scene and start right in on their Final Project.

MELROSE PUBLIC SCHOOLS COURSE SYLLABUS

Course Title: Advanced Television Production

Department: Science & Technology

Primary Course Materials: Hand-outs from various TV Production texts.

Course Description:

**722 Advanced Television Production CP 1 credit
Grades 10-12**

This is a year long course. Students are required to produce projects that will be cablecast on METV Channel 15, our school channel. The first half of the year will concentrate on projects assigned by the instructor. The second half will consist of student's own projects as approved by the instructor. Written (typed) proposals are required before each project is begun. Students are eligible for this class only if they have B average or above in Television Production 1 and have gotten a B or above in the Final Project for that class. Students are not eligible for this class if, in TV 1 they have elected to take the Final Exam instead of the Final Project.

Essential Questions:

How do I...

- Use video and audio equipment responsibly?
- Use more advanced software to enhance my video?
- Use more advanced lighting and audio techniques to enhance my video?
- Combine my video skills with other school subjects to discover more uses for my video skills?
- Contribute programming to METV Channel 15?
- Accumulate community service hours by helping on video projects for the school and city?
- Buy the best type of video equipment for my purposes?
- Make a career out of video production?

Course Objectives:

Common Goals:

Thinking and Communicating

- Use Final Cut Pro, Livetype, Motion, Compressor, etc. (Mac based) for post-production editing of raw video
- Visualize camera shots and know how to shoot to make editing more productive, easier
- Use video filters to suit variable shooting conditions

- Use the A/V script format to communicate to others what is being shot.
- Organize and communicate to others equipment needed and steps to shoot (pre-production planning)
- Using supplemental applications (Motion, Livetype, DVD Studio Pro, iDVD) to enhance a video with special effects for videos, original menus for DVDS, etc.

Gain and Apply Knowledge in and across the disciplines

- English
- Foreign language
- CAD
- Social Studies, History and Geography
- Visual and Performing Arts
- Health and Physical Education

Work and Contribute

- Participate in a school or community service activity (ie, taping Holiday Concert, graduation and other events
- Videotape extra curricular school activities
- Use video to express and debate ideas about school, state and country.

Learning standards from the Massachusetts Curriculum Framework:

A chart is attached identifying which of the standards from the Massachusetts Curriculum Frameworks will be covered and assessed in this course.

Additional Learning Objectives Beyond the Curriculum Framework: Putting together a “demo” DVD or tape.

Accounting I Course Syllabus

<u>Course Title:</u>	Accounting I
<u>Department:</u>	Business/Technology
<u>Primary Course Materials:</u>	Fundamentals of Accounting Textbook and Working Papers Automated Accounting 7.0 Excel Spreadsheets

Course Description: Accounting I provides the student with an introduction to accounting principals, examining basic accounting theory and applying theory to business and providing a general understanding of business methods and concepts and the ability to make business judgments. Accounting I will explore the entire accounting cycle. The student will be provided with the essential background to concentrate on more advanced accounting courses in two and four year colleges. This course is a “must” for college business administration majors and students pursuing future business careers. Computerized accounting will be introduced.

Essential Questions:

1. How does a company calculate the owner’s equity?
2. How do revenues and expenses affect the owner’s equity in a business?
3. What is the double-entry system of accounting?
4. How does business record daily transactions?
5. How does a business transfer figures from a journal to the accounts on a general ledger?
6. What is a petty cash fund and how is it used?
7. How does a business figure its profit or loss?
8. How does a business prepare the two financial statements – Income Statement and Balance Sheet?
9. What accounts need to be adjusted and closed at the end of the fiscal period?

Course Objectives:

Students will be able to:

- I. Identify accounting terms, concepts and practices related to starting a service business organized as a proprietorship.
- II. Analyze transactions into debit and credit parts
- III. Analyze how transactions affect assets, liabilities, owner’s equity, revenue and expense accounts.
- IV. Identify terms and concepts pertaining to the use of a checking account, debit/ATM cards, electronic banking and reviewing a bank statement.
- V. Identify accounting terms, concepts and practices related to using appropriate accounting forms and procedures in keeping accounting records
- VI. Demonstrate an understanding of business ethics
- VII. Identify occupations related to accounting

Common Goals:

Thinking and Communicating

- 1) Read information critically to develop understanding of concepts, topics and issues.
- 2) Write clearly, factually, persuasively and creatively in Standard English.
- 3) Speak clearly, factually, persuasively and creatively in Standard English.
- 4) Use computers and other technologies to obtain, organize and communicate information to solve problems.
- 5) Conduct research to interpret issues or solve complex problems using a variety of data and information sources.

Gain and Apply Knowledge in and across the Disciplines

- 6) Gain and Apply Knowledge in:
 - a) Literature and Language
 - b) Mathematics
 - c) Science and Technology
 - d) Social Studies, History and Geography
 - e) Visual and Performing Arts
 - f) Health and Physical Education

Work and Contribute

- 7) Demonstrate personal responsibility for planning one's future academic and career options.
- 8) Participate in a school or community service activity.
- 9) Develop informed opinions about current economic, environmental, political and social issues affecting Massachusetts, the United States and the world and understand how citizens can participate in the political and legal system to affect improvements in these areas.

Sequential Content Outline: Suggested textbook coverage

Quarter 1	Quarter 2	Quarter 3	Quarter 4
Chapters 1-3	Chapters 4-7	Chapters 8-10	Chapters 11-13

Quarter	Content/Topic	Assessments
1	<ul style="list-style-type: none"> Accounting Careers Exploring the World of Business Business Transactions and the Accounting Equation Transactions that affect assets, liabilities, and owner's equity Transactions that affect revenue, expenses, and withdrawals. Recording transactions in a general journal. 	<ul style="list-style-type: none"> Oral quizzes Unit test Homework Case studies Computerized accounting Working papers Project using the Occupational Outlook Handbook
2	<ul style="list-style-type: none"> Posting journal entries to general ledger accounts Preparing a six column worksheet Financial statements for a sole proprietorship 	<ul style="list-style-type: none"> Oral quizzes Unit test Homework Case studies Computerized accounting Working papers
3	<ul style="list-style-type: none"> Completing the accounting cycle for a sole proprietorship Cash controls and banking activities 	<ul style="list-style-type: none"> Oral quizzes Unit test Homework Case studies Computerized accounting Working papers
4	<ul style="list-style-type: none"> Accounting for sales and cash receipts using purchases journals, sales journals, cash journals Payroll accounting Payroll liabilities and tax 	<ul style="list-style-type: none"> Oral quizzes Unit test Homework Case studies Computerized accounting

	records	<ul style="list-style-type: none">• Working papers
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Major Evaluation Strategies:

Name of Assessment	Type of Assessment		Common Goals Assessed	Standards Assessed
	Test	Performance Assessment		
Pre-assessment test	<input type="checkbox"/>	<input type="checkbox"/>		
Vocabulary Quizzes	<input type="checkbox"/>	<input type="checkbox"/>	I-VI	1
Oral Quizzes	<input type="checkbox"/>	<input type="checkbox"/>	I-VI	1
Unit Tests	<input type="checkbox"/>	<input type="checkbox"/>	I-VI	1
Mid-year Exam	<input type="checkbox"/>	<input type="checkbox"/>	I-VI	1
Final Exam	<input type="checkbox"/>	<input type="checkbox"/>	I-VI	1
Occupational Outlook Handbook Project	<input type="checkbox"/>	<input type="checkbox"/>	VII	1,3,4
Accounting Poster Project	<input type="checkbox"/>	<input type="checkbox"/>	I-VI	1,2,3,4
Designing and furnishing your own accounting office	<input type="checkbox"/>	<input type="checkbox"/>	I	1,2,3,4

The National Standards for Business Education are based on the conviction that business education competencies are essential for all students.

1. Because all students will participate in the economic system, all students need to be literate in business and economics.
2. Because all students will encounter a business environment that is characterized by diversity—both domestic and international—all students need to practice the interpersonal, teamwork, and leadership skills that will help them function successfully in that environment.
3. Because all students will use technology as a tool for managing information, all students need to hone the lifelong learning skills that foster flexible career paths and confidence in adapting to a workplace that demands constant retooling.
4. Technology has accelerated the pace and frequency of change not only in business but also in life. Today, life and work activities tend to overlap. This trend is likely to continue and will require more sophisticated decision-making in all spheres.

Animation 1

3D Studio Max Fundamentals

Course 827

SYLLABUS

OUTLINE:

Introduction and Context for Studio Max.

The “virtual film Studio”; type of the modeling; modifiers and the modifier stack.

Modeling/deformation-animation techniques: lathing, displacement, lofting, Booleans.

**Low-polygon modeling. Edit Poly vs. Edit Mesh;
Symmetry modifier ; tools and techniques.**

Modeling with combined Techniques;

Textures and texture mapping.

**Animation introduction; editing animation: keyframes,
the curve editor/dope sheet; animation
constraints/controllers**

**Introduction to deformation and hierarchical animation,
rigging & skinny characters**

Lights, Lighting, Cameras and Render Effects.

**Environments, environment mapping, fogs, and
atmospheres.**

**Rendering, Special effects and compositing: Video Post,
motion graphics and applications.**

This class provides a working knowledge, resources, and learning techniques for 3DS Max 2006. The content presupposes no experience in 3D or with Max. However, presentations will be geared to the skill levels of the students. Some background in Adobe Photoshop, and any other animation tools is recommended, but not required. Each class session will be a combination of lecture-demo and hands on exercises.

The standing assignment is to review and complete the tutorials provided for the 3DS Max software.

The midterm and final projects can be a model viewed through an animated camera. The animations should be about 30 seconds, delivered as a compressed Quicktime movie or an AVI movie. Student grades will be based on projects.

You are responsible to make sure your project is delivered in a format that is compatible with the equipment in the classroom.

Learning standards:

The possibilities for using animation in your classroom are endless! You will find that animation is a useful tool for engaging students and illustrating difficult concepts. Animate to enliven your lessons and assignments, and have your students create their own animations. As they find ways to visually represent what they are studying, students reach a new understanding of the material and commit what they are learning to memory. Encourage your students to communicate what they have learned by sharing their animations with teachers, parents or peers.

- Students apply subjects, symbols, and ideas in their animation works and use the skills gained to solve problems in daily life.
- Students select media, techniques, and processes; analyze what makes them effective or not effective in communicating ideas; and reflect upon the effectiveness of their choices.
- Students select and use the qualities of structures and functions of animation to improve communication of their ideas.
- Students integrate visual, spatial, and temporal concepts with content to communicate intended meaning in their animation works.
- Students use subjects, themes, and symbols that demonstrate knowledge of contexts, values, and aesthetics that communicate intended meaning in animation works.
- Students describe ways in which the principles and subject matter of other disciplines taught in the school are interrelated with the visual animations.
- Students know the differences between materials, techniques, and processes.
- Students use different media, techniques, and processes to communicate ideas, experiences, and stories.
- Students use animation materials and tools in a safe and responsible manner.
- Students select and use subject matter, symbols, and ideas to communicate meaning.
- Students understand there are various purposes for creating works of visual animation.

**MELROSE PUBLIC SCHOOLS
COURSE SYLLABUS**

Course Title: Broadcast Journalism

Department: Science & Technology

**Primary Course Materials: School bulletins, newspapers
Remote ENG (video) equipment**

Course Description:

715 Broadcast Journalism 1 credit Grades 10-12

This is a full year honors course. The Broadcast Journalism class is responsible for producing News Channel 15, our school news show cablecast on METV Channel 15 for the high school and the City of Melrose. Students will be involved writing, editing and producing news stories for this monthly program. They will be involved in all aspects of its production at every level such as; in-studio production ; directing, technical directing, camera work, audio and character generator (graphics) as well as remote on-location production. Scriptwriting, organization, care and maintenance of equipment will be required. Each student is required to write one news story per week and edit two per month. Prerequisite is Television Production 1 and permission of the instructor. Only students who get a B or above in this project will be eligible for this class.

Essential Questions:

How do I...

- Shoot and edit a simple news story?
- Be fair and unbiased when covering a story?
- Use voiceovers to enhance and clarify my story?
- Conduct a documentary style interview?
- Conduct an Over-the Shoulder style interview?
- Compose questions for an interview to get the most out of it?
- Decide whether to use one camera or more than one camera?
- When to shoot video on location or in the studio?
- Shoot any type of video with the intent of editing it?
- Shoot and choose cutaways to enhance my video and to make editing easier?
- Get the most out of my cutaways to enhance my story?
- Use non-linear techniques to edit my video (with Final Cut Pro)?
- Shoot and edit a public service message to be exactly 30 or 60 seconds?
- Use graphics to enhance my video?
- Use special video and audio effects to make my video more powerful?
- Conduct myself as talent and interact with other anchors during the newscast.

Write news copy so the anchors sound natural while reading it on TV.

Course Objectives:

Common Goals:

Thinking and Communicating

- Know common video/TV terms
- Use Final Cut Pro (Mac based) for post-production editing of raw video
- Visualize camera shots and know how to shoot to make editing more productive, easier and best suited to tell the story being told.
- Use the A/V script format to communicate to others what is being shot.
- Organize and communicate to others equipment needed and steps to shoot (pre-production planning)
- Using supplemental applications (Motion, Livetype, DVD Studio Pro, iDVD) to enhance a news story with special effects for videos, original menus for DVDS, etc.

Gain and Apply Knowledge in and across the disciplines

- English
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Work and Contribute

- Participate in a school or community service activity (ie, taping Holiday Concert, graduation and other events
- Videotape extra curricular school activities
- Use video to express and debate ideas about school, state and country.

Learning standards from the Massachusetts Curriculum Framework:

A chart is attached identifying which of the standards from the Massachusetts Curriculum Frameworks will be covered and assessed in this course.

Additional Learning Objectives Beyond the Curriculum Framework: Putting together a “news demo” DVD or tape.

Cad 1
Course 822

Syllabus:

This course will teach you the fundamentals of AutoCAD, the leading design software, allowing you to take control of a professional workstation with confidence.

Whether it's an architectural drawing, a site plan for a new shopping complex, a 3D mechanical drawing, an artistic rendering, or even a Geographic Information System (GIS) system, you'll be able to control the software precisely and utilize it to make drawings from scratch, edit existing CAD models and print out quality drawings in any discipline.

Unlock the mysteries of this complex CAD program and learn how to navigate through the myriad of commands and features. This course will give you the skills needed to manage drawings and help you open doors so you can go to work in any industry that uses CAD drawings.

It will give you a solid background in CAD entities and expose you to most of the hundreds of the hundreds of commands available to manage those entities and orchestrate them into a digital model. There will be plenty of exposure to automation techniques and many links for furthering your comprehension in a variety of directions.

Not only will you use CAD effectively to manage existing drawings, but you will be aware of a number of ways to leverage that knowledge in ways that most employers have only heard in sales pitches. Enrolling in this class will increase your marketability and improve your chances for advancement.

Topics include:

The basics:

Scale.

The AutoCad interface.

Drawing objects:

Lines.
Circles.
Text.
Arcs.
Rectangles.
Complex Entities.

Navigation and control:

World coordinate system.
Zoom and Pan.
Snapping.
Layers.
Colors.
Linetypes.

Editing:

Selecting objects.
Copying objects.
Moving objects.
Resizing objects.
Editing objects.
Trim and Extend.
Grips.

Power tools:

Blocks.
Hatch Patterns.
Arrays.
Mirror.
Filtering selections.
Groups.

Printing and plotting:

Model Space.
Paper Space.

Learning Standards:

- Identify a problem or design opportunity that has not necessarily been solved before.
- Propose designs and choose among suggested solutions. Sketch a solution to scale in 3 views and contribute more sophisticated designs and prototypes.
- Implement a proposed solution that conforms to the design constraints.
- Evaluate the solution and its consequences against planned criteria.

- Communicate the problem, process and solution.
- Redesign the solution.

For engineering design:

- Identify and explain the steps of the engineering design process. Identify the problem, research the problem, develop possible solutions, select the best possible solution, communicate the solution, and redesign your solution if necessary.
- Understand the engineering design process is used in the solution of problems and the advancement of society.
- Produce and analyze multi-view (orthographic projections) and pictorial drawings (isometric, oblique, perspective) using various instruments on the table and commands on the computer.
- Interpret and apply scale and proportion to orthographic projections and pictorial drawings ($1/4" = 1' 0"$, $1\text{ cm} = 1\text{ m}$).

Steps of the engineering design process:

- Identify the problem.
- Research the problem.
 - (a). Examine the problem
 - (b). Explore the ways of drawing the problem.
 - (c). Make sure the drawing is done to the correct scale.
 - (d). Check all types of modifications.
 - (e). Select the best possible solution.
 - (f). Model the selected solution in 2-dimensions.
- Test and evaluate the solutions
 - (a). Does it look right.
 - (b). Does it meet the original design constraints.
 - (c). Measure with accuracy and precision.

You complete this course by following all the lessons, completing all the exams, and participating in the exercises.

Students will be graded according to cumulative scores earned throughout the course.

A: 90-100%
B: 80-89%

C: 70-79%
D: 60-69%
F: 0-59%

Melrose Public Schools
Science Course Syllabus

Course Titles: Anatomy & Physiology
 Structure & Function of the Body

Primary Course Materials:

(H) Essentials of Human Anatomy & Physiology, 8th (Marieb 2006)
(CP I) Essentials of Human Anatomy & Physiology, 6th (Marieb 2000)
(CP II) Human body (Time-Life, 1992), structure and Function of the Human Body, 4th (Memmler/Wood, 1987)

Course Description:

Human Anatomy & Physiology is a laboratory-based course that investigates the structure and function of the human body. The course is designed to educate, stimulate and motivate students into becoming interested in science along with the possible pursuing of a career in medicine or health-related field. Topics covered will include the basic organization of the body; biochemical composition, and major body systems along with the impact of diseases on certain systems.

Essential Questions:

How does a body function?
How does structure determine function?
How do the 11 body systems work together to maintain homeostasis and a healthy individual?
Explain how all body activities essential to life all originate from the cell?
How if one body system fails it can lead to illness, disease and even death?
What are the effects of stress, injury and disease on the body?

Course Objectives:

Common Goals:

Thinking and Communicating

1. Read information critically to develop understanding of concepts, topics and issues.

2. Write clearly, factually, persuasively and creatively in Standard English.
3. Speak clearly, factually, persuasively and creatively in Standard English.
4. Use computers and other technologies to obtain, organize and communicate information to solve problems.
5. Conduct research to interpret issues or solve complex problems using a variety of data and information sources.

Course Objectives

1. The Chemistry of Life

Central Concept: Chemical elements form organic molecules that interact to perform the basic functions of life.

1.1 Recognize that biological organisms are composed primarily of very few elements. The six most common are C, H, N, O, P and S.

1.2 Describe the basic molecular structures and primary functions of the four major categories of organic molecules (carbohydrates, lipids, proteins, nucleic acids).

1.3 Explain the role of enzymes as catalysts that lower the activation energy of biochemical reactions. Identify factors such as pH and temperature, that have an effect on enzymes.

2. Cell Biology

Central Concepts: Cells have specific structures and functions that make them distinctive. Processes in a cell can be classified broadly as growth, maintenance and reproduction.

2.1 Relate cell parts/organelles (plasma membrane, nuclear envelope, nucleus, nucleolus, cytoplasm, mitochondrion, endoplasmic reticulum, Golgi apparatus, lysosome, ribosome, vacuole, cytoskeleton, centriole, cilium, flagellum) to their functions. Explain the role of cell membranes as a highly selective barrier (diffusion, osmosis, facilitated diffusion, active transport).

2.5 Explain the important role that ATP serves in metabolism.

2.6 Describe the cell cycle and the process of mitosis. Explain the role of mitosis in the formation of new cells, and its importance in maintaining chromosome number during asexual reproduction.

2.7 Describe how the process of meiosis results in the formation of haploid cells. Explain the importance of this process in sexual reproduction, and how gametes form diploid zygotes in the process of fertilization.

4. Anatomy and Physiology

Central Concepts: There is a relationship between the organization of cells into tissues and the organization of tissues into organs. The structures and functions of organs, determine their relationships with body systems of an organism. Homeostasis allows the body to perform its normal functions.

4.1 Explain generally how the digestive system (mouth, esophagus, stomach, small and large intestines, rectum) converts macromolecules from food into smaller molecules that can be used by cells for energy and for repair and growth.

4.2 Explain how the circulatory system (heart, arteries, veins, capillaries, red blood corpuscles) transports nutrients and oxygen to cells and removes cell wastes. Describe how the kidneys and the liver are closely associated with the circulatory system as they perform excretory function of removing waste from the blood. Recognize that kidneys remove nitrogenous wastes, and the liver removes many toxic compounds from the blood.

4.3 Explain how the respiratory system (nose, pharynx, larynx, trachea, lungs, alveoli) provides exchange of oxygen and carbon dioxide.

4.4 Explain how the nervous system (brain, spinal cord, sensory neurons, motor neurons) mediates communication among different parts of the body and mediates the body's interactions with the environment. Identify the basic unit of the nervous system, the neuron, and explain generally how it works.

4.5 Explain how the muscular/skeletal system (skeletal, smooth and cardiac muscles, bones, cartilage, ligaments, tendons) works with other systems to support the body and allow for movement. Recognize that bones produce bone cells.

4.6 Recognize that the sexual reproductive system allows organisms to produce offspring that receive half of their genetic information from their mother and half from their father, and that sexually produced offspring resemble, but are not identical to, either of their parents.

4.7 Recognize that communication among cells is required for coordination of body functions. The nerves communicate with electrochemical signals, hormones circulate through blood, and some cells produce signals to communicate only with nearby cells.

4.8. Recognize that the body's systems interact to maintain homeostasis. Describe the basic function of a physiological feedback loop.

Sequential Content Outline & Textbook Coverage

Quarter	Content/Topic	Assessments	Standards
I	<p>Chapter 1 - The Human Body: An Orientation Overview of A & P Levels of Organization Maintaining Life Homeostasis Language of Anatomy</p> <p>Chapter 2 - Basic Chemistry Concepts of Matter & Energy Composition of Matter Molecules & Compounds Chemical Bonds & Reactions Biochemistry</p> <p>Chapter 3 - Cells and Tissues Cellular Basis of Life Anatomy - Generalized Cell Cell Physiology Body Tissues</p>	<p>Core Assignment Lab: Homeostasis Lab: Autopsy Open Response Homeostasis & Feedback Mechanisms Chapter 1 Test : Introduction : Body Orientation</p> <p>Lab: Chemistry of Carbohydrates Lab: Chemistry of Proteins & Lipds Lab: Enzyme – Structure & Function Chapter 2 Test : Basic Chemistry Lab : Mitosis Molecular Motion Review Cytology Test Lab : Histology Slides Lab Pratical : Histology Tissue Test</p>	<p>4.8 1.1 1.2 1.3 2.1 2.5 2.6 2.7</p>
II	<p>Chapter 4 - Skin and Body Membranes Classification of Body Membranes Integumentary System</p> <p>Chapter 5 - The Skeletal System Bones: An Overview Axial Skeletal Appendicular Skeleton Joints & Body Movements</p> <p>Chapter 6 - The Muscular System Overview of Muscle Tissues Microscopic anatomy of</p>	<p>Project: Skin Maladies Lab: UV Light & Sunscreen Chapter 4 : Integumentary Test</p>	

	Skeletal Muscle Skeletal Muscle Activity Muscle Types, Movements & Names Gross Anatomy of Skeletal Muscle		
III	The Nervous System The Digestive System The Respiratory System The Lymphatic System and Body Defenses		
IV	The Urinary System The Endocrine System The Reproductive System		

Major Evaluation Strategies:

Name of Assessment	Type of Assessment Test Performance Assessment	Common Goals Assessed	Standards Assessed	Other Objectives Assessed
Quizzes				
Lab Practical				
Chapter Tests				
Muscle Project				
Skin Project				
Mid-Year Exam				
Final Exam				

