

Preface

Human biology is an exciting science that is highly relevant to all students. It is an area where new discoveries are being made almost every day—discoveries that will affect our health and wellbeing in the future.

We are all members of the human species and we should be aware of the place of our species in the living world. Each of us has a body and we need to know how that body works, how to look after it and some of the things that can go wrong with it. This book is intended for students who would like a basic knowledge about themselves. Some students will be happy with that basic knowledge; others will wish to pursue further studies of the human species. For both groups of students *Human Perspectives: An Introduction* is an excellent resource.

This first edition of this book has been written to suit the stage 1 units of the Human Biological Science course in Western Australia. The content covers the three outcomes of the course and the six content organisers of Cells, metabolism and regulation; Body systems; Inheritance; Variation and evolution; Approaches to investigating and communicating human biology; and The relevance of human biology to everyday life. The unit content addressed by each chapter is listed on its title page. These content statements are taken directly from the unit content statements in the Human Biological Science course document published by the Curriculum Council. Due to the integrated nature of the content, similar content may be covered by more than one chapter.

This book covers the content for units 1A and 1B. Since there is some overlap between the material in the two units, we decided that many teachers would teach the two units together. We have therefore integrated the chapters into a logical sequence. However, content within a chapter is not integrated. Apart from Chapter 1, each chapter contains only 1A material or 1B material. The chapters relating to each unit have been colour coded for ease of identification. (The 1A chapters are identified by a green stripe at the bottom of each page and the 1B chapters by a blue stripe.) This is particularly relevant for assessment purposes, where teachers must be able to show that both units have been assessed.

We have also tried to make the chapters as self contained as possible, so that teachers can follow a sequence different from that presented in the book.

Teaching unit 1A followed by unit 1B could be done if that were the preferred option.

As with all students, those taking stage 1 units will have different learning styles. To address this we have tried to present the material both visually and in writing. Consequently, the book contains a wealth of annotated diagrams that present in a different way, and reinforce, the material covered in the text.

In each chapter the key information is indicated by a coloured box. This will enable students to appreciate the content that is really important to their understanding of the subject. Summary tables have also been used where appropriate.

As with other books in the *Human Perspectives* series, we have included *Working scientifically* activities. Although these have been included in the chapter where the content is most relevant, many of them could be used to support other areas of content. This particularly applies to those activities relating to scientific method. In addition, many *Working scientifically* activities could be used as assessment tasks.

The addresses of relevant websites have been included in the margins of the textbook in each chapter. We have tried to select sites that are appropriate to the level of understanding of students taking an introductory biology course. Where possible we have also selected sites that are interactive or include animations.

A CD has been included with *Human Perspectives: An Introduction*. This will enable the student or teacher to have a copy of the book at school and at home. On the CD the web addresses contained in each chapter are shown as hyperlinks, so students can link directly to a site while using the CD. The CD also lends itself to creative teaching strategies such as projecting diagrams onto a screen for class discussion or using the images on an interactive whiteboard. The resources for such teaching strategies are included on the Teacher Resource CD that is available to accompany this text.

To both students and teachers, we commend this book and wish you well in your studies or teaching of the biology of the human species.

Terry Newton
Ashley Joyce