

**Course Title: Human Body Structures and Functions**

<b>Unit:1</b>	Understanding the Human Body
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<b>Content Standard(s) and Depth of Knowledge Level(s):</b>	<p>Students will:</p> <ol style="list-style-type: none"> <li>1. Use appropriate anatomical terminology. Examples: proximal, superficial, medial, supine, superior, inferior, anterior, posterior.</li> <li>2. Identify anatomical body planes, body cavities, and abdominopelvic regions of the human body.</li> <li>3. Classify major types of cells, including squamous, cuboidal, columnar, simple and stratified.</li> <li>4. Classify tissues as connective, muscular, nervous, or epithelial.</li> </ol>
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<b>Learning Objective(s) and Depth of Knowledge Level(s):</b>	<p>Students will:</p> <ol style="list-style-type: none"> <li>1. Define anatomical terminology. Examples: Proximal, superficial, inferior, anterior, posterior.</li> <li>2. List and define anatomical body planes, body cavities, and abdominopelvic regions of the human body.</li> <li>3. Define the major types of cells: squamous, cuboidal, columnar, simple and stratified.</li> <li>4. Define types of tissues: connective, muscular, nervous, or epithelial.</li> <li>5. Define Homeostasis.</li> </ol>
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<b>Essential Question(s):</b>	How will integrating and incorporating medical terminology into instruction regarding human body structures and functions and the disease process assist a healthcare worker succeed in the 21 <sup>st</sup> century?
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<b>Content Knowledge</b>	<b>Suggested Instructional Activities Rigor &amp; Relevance Framework (Quadrant)</b>	<b>Suggested Materials, Equipment and Technology Resources</b>
<ol style="list-style-type: none"> <li>1. Anatomical terminology.</li> <li>2. Body planes, cavities, regions.</li> <li>3. Types of cells</li> <li>4. Types of tissues.</li> </ol>	Memorization Collaborative Learning Flash Cards Worksheets Color Pictures Buzzer system	Terminology text book Computer programs-anatomy

<b>Unit Assessment:</b>	Written tests, label pictures
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**Unit/Course  
CTSO Activity:**

**Unit/Course  
Culminating  
Product:**

**Course/Program Credential(s):**  Credential  Certificate  Postsecondary Degree  University Degree  
 Other:

**Course Title: Human Body Structures and Functions**

<b>Unit:2</b>	Intake and Elimination
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<b>Content Standard(s) and Depth of Knowledge Level(s):</b>	<p>Students will:</p> <ol style="list-style-type: none"> <li>1. Identify structures and functions of the digestive system.</li> <li>2. Identify structures and functions of the urinary system.</li> </ol>
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<b>Learning Objective(s) and Depth of Knowledge Level(s):</b>	<p>Students will:</p> <ol style="list-style-type: none"> <li>1. Trace the pathway of digestion from the mouth to the anus using diagrams.</li> <li>2. Identifying disorders affecting the digestive system such as ulcers, Crohn’s disease, diverticulitis</li> <li>3. Tracing the filtration of blood from the kidney to the urethra.</li> <li>4. Recognizing diseases and disorders of the urinary system such as kidney stones, urinary tract infection.</li> </ol>
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<b>Essential Question(s):</b>	How will integrating and incorporating medical terminology into instruction regarding human body structures and functions and the disease process assist a healthcare worker succeed in the 21 <sup>st</sup> century?
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<b>Content Knowledge</b>	<b>Suggested Instructional Activities Rigor &amp; Relevance Framework (Quadrant)</b>	<b>Suggested Materials, Equipment and Technology Resources</b>
<ol style="list-style-type: none"> <li>1. List each part of the digestive system in order from mouth to anus.</li> <li>2. Describe disorders affecting the digestive system.</li> <li>3. Draw the pathway of filtration of blood from kidney to the urethra.</li> <li>4. Describe the diseases/disorders of the urinary system.</li> </ol>	<p>Build model of sand or clay of the digestive system. Workbook pages.</p>	<p>Text of Healthcare Terminology book White board Models</p>

<b>Unit Assessment:</b>	Tests, participate in Jeopardy game using new knowledge.
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**Unit/Course  
CTSO Activity:**

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**Unit/Course  
Culminating  
Product:**

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**Course/Program Credential(s):**  Credential  Certificate  Postsecondary Degree  University Degree  
 Other:

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**Course Title: Human Body Structures and Functions**

<b>Unit:3</b>	Control, Regulation and Coordination
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<b>Content Standard(s) and Depth of Knowledge Level(s):</b>	<p>Students will:</p> <ol style="list-style-type: none"> <li>8. Identify structures of the nervous system.</li> <li>9. Identify the endocrine glands and their functions.</li> </ol>
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<b>Learning Objective(s) and Depth of Knowledge Level(s):</b>	<p>Students will:</p> <ol style="list-style-type: none"> <li>1. Explain differences in the functions of the peripheral nervous system and the CNS.</li> <li>2. Label parts of the sensory organs: eye, ear, tongue, and skin receptors.</li> <li>3. Recognize disease and disorders of the nervous system such as Parkinson’s and meningitis.</li> <li>4. Describe effects of hormones produced by the endocrine glands.</li> <li>5. Identify common disorders of the endocrine system: diabetes, goiter, hyperthyroidism.</li> </ol>
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<b>Essential Question(s):</b>	How will integrating and incorporating medical terminology into instruction regarding human body structures and functions and the disease process assist a healthcare worker succeed in the 21 <sup>st</sup> century?
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<b>Content Knowledge</b>	<b>Suggested Instructional Activities Rigor &amp; Relevance Framework (Quadrant)</b>	<b>Suggested Materials, Equipment and Technology Resources</b>
<ol style="list-style-type: none"> <li>1. List all the structures of the nervous system.</li> <li>2. List endocrine glands.</li> <li>3. List functions of the endocrine glands.</li> </ol>	<p>Read text, do work book pages. View video clip Label pictures Ten plus two</p>	<p>Text with Anatomy chapter Work page to label Instructional Technology</p>

<b>Unit Assessment:</b>	Quizzes, participate in class tournament using buzzer system.
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<b>Unit/Course CTSO Activity:</b>	HOSA competitive event Patho-physiology, HOSA bowl.
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**Unit/Course  
Culminating  
Product:**

Written or online test.

**Course/Program Credential(s):**  Credential  Certificate  Postsecondary Degree  University Degree  
 Other: NA

**Course Title: Human Body Structures and Functions**

<b>Unit:4</b>	Vital for Life
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<b>Content Standard(s) and Depth of Knowledge Level(s):</b>	<p>Students will:</p> <ol style="list-style-type: none"> <li>1. Identify structures of the circulatory system.</li> <li>2. Identify structures of the respiratory system.</li> </ol>
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<b>Learning Objective(s) and Depth of Knowledge Level(s):</b>	<p>Student will:</p> <ol style="list-style-type: none"> <li>1. Trace the blood flow throughout the body.</li> <li>2. Identify components of blood.</li> <li>3. Describe blood cell formation</li> <li>4. Distinguishing among human blood groups</li> <li>5. Describe common cardiovascular diseases and disorders: MI, Mitral Valve Prolapse, varicose veins, arteriosclerosis.</li> <li>6. Trace pathway of O<sub>2</sub>-CO<sub>2</sub> exchange.</li> <li>7. Recognize common disorders of the respiratory system: asthma, bronchitis, cystic fibrosis</li> </ol>
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<b>Essential Question(s):</b>	How will integrating and incorporating medical terminology into instruction regarding human body structures and functions and the disease process assist a healthcare worker succeed in the 21 <sup>st</sup> century?
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<b>Content Knowledge</b>	<b>Suggested Instructional Activities Rigor &amp; Relevance Framework (Quadrant)</b>	<b>Suggested Materials, Equipment and Technology Resources</b>
<ol style="list-style-type: none"> <li>1. Trace blood flow throughout heart and body.</li> <li>2. Name components of blood.</li> <li>3. List steps in blood cell formation.</li> <li>4. Determine the human blood group.</li> <li>5. List signs and symptoms of cardiovascular diseases and disorders.</li> <li>6. Trace the pathway of oxygen and CO<sub>2</sub> exchange.</li> <li>7. Describe common disorders of the respiratory system.</li> </ol>	<p>Read text. Write workbook pages. Make sand picture of systems. Make “people sculpture” of circulatory system. Label pictures of the circulatory and respiratory system.</p>	<p>Text Book and Work Book Terms Book Modeling Sand Cards for labeling</p>

<b>Unit Assessment:</b>	Written test and labeling, models
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<b>Unit/Course CTSO Activity:</b>	HOSA Patho-physiology knowledge test, HOSA bowl
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<b>Unit/Course Culminating Product:</b>	
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<b>Course/Program Credential(s):</b> <input type="checkbox"/> Credential <input type="checkbox"/> Certificate <input type="checkbox"/> Postsecondary Degree <input type="checkbox"/> University Degree <input type="checkbox"/> Other: N/A
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**Course Title: Human Body Structures and Functions**

<b>Unit:5</b>	Support and Movement
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<b>Content Standard(s) and Depth of Knowledge Level(s):</b>	<p>Students will:</p> <ol style="list-style-type: none"> <li>Identify bones that compose the skeletal system</li> <li>Identify major muscles, including origins, insertions, and actions.</li> </ol>
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<b>Learning Objective(s) and Depth of Knowledge Level(s):</b>	<p>Students will:</p> <ol style="list-style-type: none"> <li>Identify functions of skeletal system, axial and appendicular skeletons, joints, bone types, and various skeletal disorders.</li> <li>Describe common body movements, including flexion, extension, adduction, abduction.</li> <li>Classify muscles based on functions in the body, compare three types of muscles.</li> <li>List diseases and disorders of the muscular system.</li> </ol>
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<b>Essential Question(s):</b>	How will integrating and incorporating medical terminology into instruction regarding human body structures and functions and the disease process assist a healthcare worker succeed in the 21 <sup>st</sup> century?
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<b>Content Knowledge</b>	<b>Suggested Instructional Activities Rigor &amp; Relevance Framework (Quadrant)</b>	<b>Suggested Materials, Equipment and Technology Resources</b>
<ol style="list-style-type: none"> <li>Skeletal System</li> <li>Muscles</li> </ol>	<p>Read text. Inside-Outside circles Memorization</p>	<p>Text Posters Models</p>

<b>Unit Assessment:</b>	Quizzes, Displays, Flash card competitions.
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<b>Unit/Course CTSO Activity:</b>	
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**Unit/Course  
Culminating  
Product:**

**Course/Program Credential(s):**  Credential  Certificate  Postsecondary Degree  University Degree  
 Other:

**Course Title: Human Body Structures and Functions**

<b>Unit:6</b>	Cover, Protection and Reproduction
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<b>Content Standard(s) and Depth of Knowledge Level(s):</b>	<p>Students will:</p> <ol style="list-style-type: none"> <li>1. Identify structures and functions of the reproductive system.</li> <li>2. Identify physiological effects and components of the immune system.</li> </ol>
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<b>Learning Objective(s) and Depth of Knowledge Level(s):</b>	<p>Students will:</p> <ol style="list-style-type: none"> <li>1. Differentiating between male and female reproductive system.</li> <li>2. Recognizing stages of pregnancy and fetal development</li> <li>3. Identify disorders of the reproductive system: endometriosis, sexually transmitted diseases, prostate cancer.</li> <li>4. Contrasting active and passive immunity.</li> <li>5. Evaluating the importance of vaccines.</li> <li>6. Recognizing disorders and diseases of the immune system: AIDS, acute lymphocytic leukemia</li> </ol>
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<b>Essential Question(s):</b>	How will integrating and incorporating medical terminology into instruction regarding human body structures and functions and the disease process assist a healthcare worker succeed in the 21 <sup>st</sup> century?
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<b>Content Knowledge</b>	<b>Suggested Instructional Activities Rigor &amp; Relevance Framework (Quadrant)</b>	<b>Suggested Materials, Equipment and Technology Resources</b>
<ol style="list-style-type: none"> <li>1. Compare the male and female reproductive system.</li> <li>2. List and define three stages of pregnancy.</li> <li>3. List and define the stages of fetal development.</li> <li>4. Describe the diseases and disorders of the reproductive organs of female and male.</li> <li>5. Define passive and active immunity.</li> <li>6. List the good and bad of vaccines.</li> <li>7. List symptoms and treatments of disorders and diseases of the immune system.</li> </ol>	<p>Quadrant A. Acquisition</p> <p>Memorization</p> <p>Note Taking</p> <p>Flash Cards</p> <p>Challenge envelopes</p> <p>Fishbowl</p>	<p>Text book</p> <p>Guest Speakers</p> <p>Posters</p> <p>DVD</p> <p>Computer Presentations</p> <p>Models</p>

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<b>Unit Assessment:</b>	Quizzes, labeling pictures, Short investigations, check-lists
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<b>Unit/Course CTSO Activity:</b>	Knowledge test Patho-physiology or Human Growth and development.
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<b>Unit/Course Culminating Product:</b>	
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<b>Course/Program Credential(s):</b> <input type="checkbox"/> Credential <input type="checkbox"/> Certificate <input type="checkbox"/> Postsecondary Degree <input type="checkbox"/> University Degree <input type="checkbox"/> Other:
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