Unit 1 - Levels of Organization (Life Science) Copied from: Anatomy & Physiology (Life Science) , Copied on: 02/21/22

Content Area: **Science**
Course(s): **Anatomy & Physiology**
Time Period:
Length: **14 Days- Grade 11-12**
Status: **Published**

Title Section

Department of Curriculum and Instruction

Belleville Public Schools

Curriculum Guide

ANATOMY AND PHYSIOLOGY, GRADE 11 AND 12

UNIT 1 - LEVELS OF ORGANIZATION

Belleville Board of Education

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Board Approved: September 23, 2019

Unit Overview

This unit, an an introduction and orientation to the human body, will provide students with an overview of the concepts of human anatomy and physiology including an explanation of the terms anatomy and physiology and all that these concepts encompass, the hierarchy of organization in a human, a review of the characteristics of living things, a review of the fundamental unit of life, the cell, with a focus on membrane transport to better understand how metabolism and homeostasis occurs in the human body, the different types of tissues that cells come together to form in the human body, a review of chemistry principles including chemical bonding and reactions, biochemical macromolecules, and the properties of water, and an overview of each organ system's structure and function. The unit will close with a tutorial in anatomical terminology which will be used throughout the entire course.

Enduring Understanding

After completing this unit, students will be able to understand the following:

- There is a connection between specific cells, tissues, and organs.
- There is an interdependence of all organs and organ systems in the human body.
- The body maintains a steady state (homeostasis) by specific processes including movement across cell membranes.
- The importance and distinction between positive and negative feedback systems.
- Certain chemical components of cells, including inorganic and organic substances, play crucial roles in the function of the cells.
- The breakdown of organic molecules is essential to cellular metabolism.
- There are 4 major tissue types, where they are located and how they function differently in the body.
- There is a hierarchy or organization in living things.
- The body is organized into sections (body cavities).
- Directional terminology allows for the description of relative locations of structures in the human body.

Essential Questions

Why do we have safety procedures in place in a lab?

What are the essential functions of all living things, including humans, necessary for survival?

How does the division of labor (cell<tissue<organ<system) help carry out life functions?

How do organisms self regulate?

How does the body communicate with itself?

How do metabolic processes drive the human systems?

How do cells work together to drive whole system functioning?

How is the body organized?

What terms are essential to understanding the anatomy of the human body?

Exit Skills

Upon completion of this unit, students should have achieved the following exit skills:

- Appreciate the structure and function of the body by:
- Defining the terms anatomy, physiology, and anatomical position.
- Listing the levels of organization in the body in order of increasing complexity.

- Contrasting the axial and appendicular subdivisions of the body and identifying the specific anatomical regions in each area.
- Identifying the nine abdominal regions and the abdominal quadrants.
- Defining the principal directional terms and planes used in describing the body and their relationship to each other.
- Listing the major cavities of the body and the subdivisions of each.
- Explaining the meaning of the term homeostasis and giving examples of typical homeostatic mechanisms.

- Investigate cells and tissues by:
- Identifying and discussing the basic structure and function of the three major components of a cell.
- Listing the functions of the primary cellular organelles.
- Comparing the major passive and active transport processes that act to move substances through cell membranes.
- Comparing RNA and DNA and their function in protein synthesis.
- Explaining how epithelial tissue is grouped according to shape and arrangement of cells.
- Listing and explaining the major types of connective and muscle tissue and the structural components of neurons.

- Examine the organ systems of the body by:
- Defining and contrasting the terms organ and organ system.
- Listing the eleven major organ systems of the body.
- Identifying and locating the major organs of each organ system.
- Describing the major functions of each major organ system.
- Identifying and discussing the major subdivisions of the reproductive system.

New Jersey Student Learning Standards (NJSLS-S)

NextGen Science Standards

SCI.HS-LS1-2	Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms.
SCI.HS-LS1-1	Construct an explanation based on evidence for how the structure of DNA determines the structure of proteins which carry out the essential functions of life through systems of specialized cells.
SCI.HS-LS1-3	Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis.
9-12.HS-LS1-2.2.1	Develop and use a model based on evidence to illustrate the relationships between systems or between components of a system.
9-12.HS-LS1-3.3.1	Plan and conduct an investigation individually and collaboratively to produce data to serve as the basis for evidence, and in the design: decide on types, how much, and accuracy of data needed to produce reliable measurements and consider limitations on the precision of the data (e.g., number of trials, cost, risk, time), and refine the design accordingly.
9-12.HS-LS1-2.4.1	Models (e.g., physical, mathematical, computer models) can be used to simulate systems and interactions— including energy, matter, and information flows—within and between systems at different scales.
9-12.HS-LS1-1.6.1	students investigate systems by examining the properties of different materials, the structures of different components, and their interconnections to reveal the system's function and/or solve a problem. They infer the functions and properties of natural and designed objects and systems from their overall structure, the way their components are shaped and used, and the molecular substructures of their various materials.
9-12.HS-LS1-1.6.1	Construct an explanation based on valid and reliable evidence obtained from a variety of sources (including students' own investigations, models, theories, simulations, peer review) and the assumption that theories and laws that describe the natural world operate today as they did in the past and will continue to do so in the future.
9-12.HS-LS1-3.7.1	Feedback (negative or positive) can stabilize or destabilize a system.
9-12.HS-LS1-3.LS1.A.1	Feedback mechanisms maintain a living system's internal conditions within certain limits and mediate behaviors, allowing it to remain alive and functional even as external conditions change within some range. Feedback mechanisms can encourage (through positive feedback) or discourage (negative feedback) what is going on inside the living system.
9-12.HS-LS1-1.LS1.A.1	Systems of specialized cells within organisms help them perform the essential functions of life.
9-12.HS-LS1-2.LS1.A.1	Multicellular organisms have a hierarchical structural organization, in which any one system is made up of numerous parts and is itself a component of the next level.
9-12.HS-LS1-1.LS1.A.2	All cells contain genetic information in the form of DNA molecules. Genes are regions in

the DNA that contain the instructions that code for the formation of proteins, which carry out most of the work of cells.

Interdisciplinary Connections

MA.S-ID.A	Summarize, represent, and interpret data on a single count or measurement variable
MA.S-ID.B	Summarize, represent, and interpret data on two categorical and quantitative variables
LA.RST.11-12.1	Accurately cite strong and thorough evidence from the text to support analysis of science and technical texts, attending to precise details for explanations or descriptions.
LA.RST.11-12.2	Determine the central ideas, themes, or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
MA.S-IC.A	Understand and evaluate random processes underlying statistical experiments
LA.RST.11-12.3	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
LA.RST.11-12.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics.
LA.RST.11-12.5	Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.
MA.S-IC.B	Make inferences and justify conclusions from sample surveys, experiments, and observational studies
LA.RST.11-12.7	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
LA.WHST.11-12.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
LA.WHST.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LA.WHST.11-12.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
LA.WHST.11-12.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
SCI.HS-PS2-6	Communicate scientific and technical information about why the molecular-level structure is important in the functioning of designed materials.
SOC.9-12.1.4.2	Demonstrate effective presentation skills by presenting information in a clear, concise, and well-organized manner taking into consider appropriate use of language for task and audience.

Learning Objectives

Define anatomy and physiology and describe areas of specialty for each discipline (e.g., careers)

Identify the major levels of organization in living organisms from simplest to most complex

Identify the organ systems of the human body and the major components of each system

Justify the importance of homeostasis

Use anatomical terms to describe body sections, body regions, and relative positions

Identify the major body cavities and their subdivisions

Understand and distinguish between positive and negative feedback loops

Discuss the basic structure and function of the major components of the cell

Relate the structure of each organelle to its function

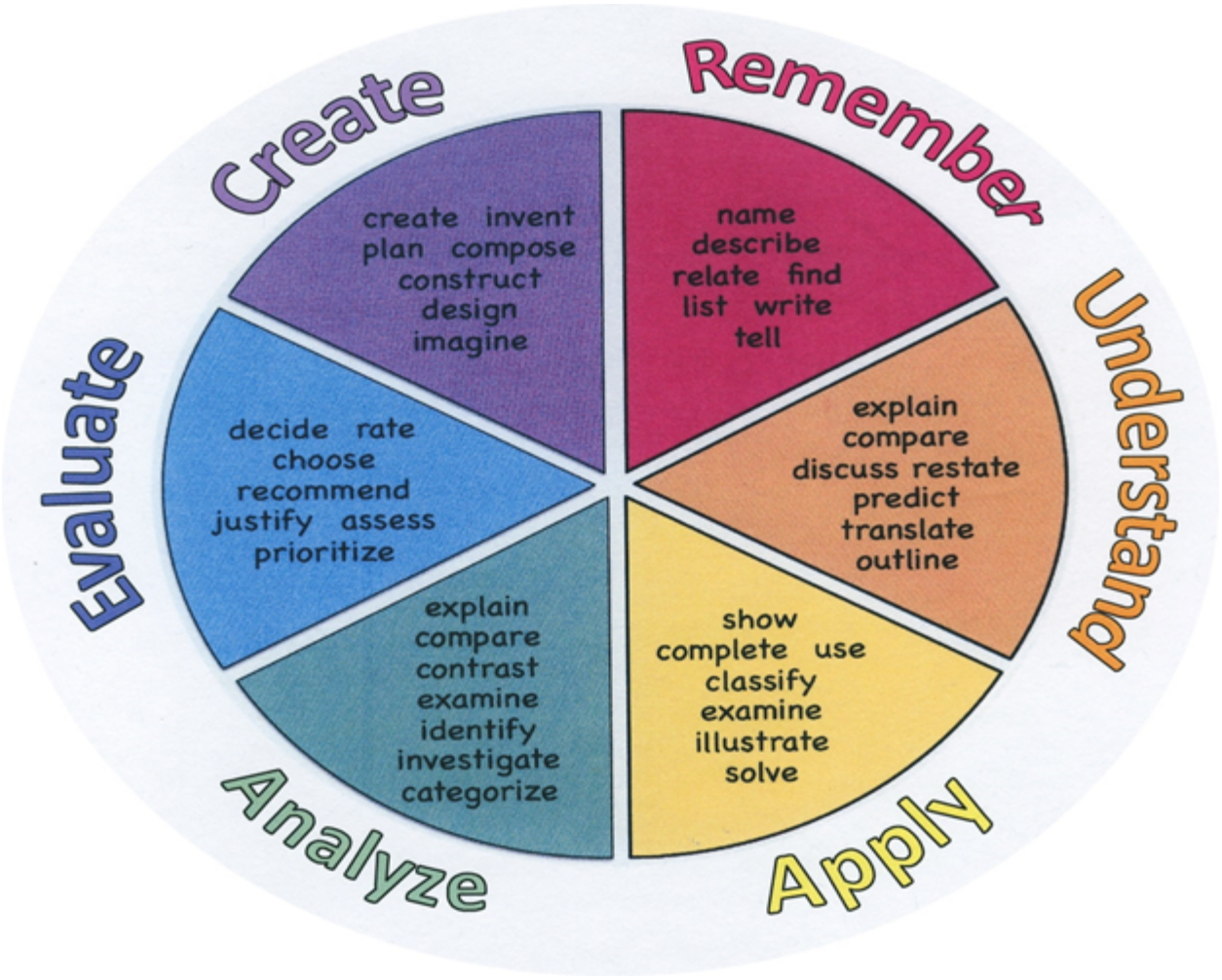
Compare passive and active transport processes that act to move substances through cell membranes

Describe the types and functions of each epithelial tissue type

Detail the structure and function of types of connective tissue

Distinguish among types of muscle tissue and the function of each

Remember	Understand	Apply	Analyze	Evaluate	Create
Choose	Classify	Choose	Categorize	Appraise	Combine
Describe	Defend	Dramatize	Classify	Judge	Compose
Define	Demonstrate	Explain	Compare	Criticize	Construct
Label	Distinguish	Generalize	Differentiate	Defend	Design
List	Explain	Judge	Distinguish	Compare	Develop
Locate	Express	Organize	Identify	Assess	Formulate
Match	Extend	Paint	Infer	Conclude	Hypothesize
Memorize	Give Examples	Prepare	Point out	Contrast	Invent
Name	Illustrate	Produce	Select	Critique	Make
Omit	Indicate	Select	Subdivide	Determine	Originate
Recite	Interrelate	Show	Survey	Grade	Organize
Select	Interpret	Sketch	Arrange	Justify	Plan
State	Infer	Solve	Breakdown	Measure	Produce
Count	Match	Use	Combine	Rank	Role Play
Draw	Paraphrase	Add	Detect	Rate	Drive
Outline	Represent	Calculate	Diagram	Support	Devise
Point	Restate	Change	Discriminate	Test	Generate
Quote	Rewrite	Classify	Illustrate		Integrate
Recall	Select	Complete	Outline		Prescribe
Recognize	Show	Compute	Point out		Propose
Repeat	Summarize	Discover	Separate		Reconstruct
Reproduce	Tell	Divide			Revise
	Translate	Examine			Rewrite
	Associate	Graph			Transform
	Compute	Interpolate			
	Convert	Manipulate			
	Discuss	Modify			
	Estimate	Operate			
	Extrapolate	Subtract			
	Generalize				
	Predict				



Suggested Activities & Best Practices

- Lab safety video and associated questions
- Review parts and use of microscopes
- Anatomical terminology worksheets
    - Planes of the body
    - Cavities of the body
    - Positional terminology
- Organ systems matching worksheet
- Observing Tissue Types - Microscope Lab
- Crash Course Videos with associated questions

Examples:

Assessment Evidence - Checking for Understanding (CFU)

Google Classroom Assignment (Formative)

QUIA Quiz (Summative)

Pear Deck (Alternate)

Lab Reports (Alternate)

Common, Department Quarterly Benchmarks (Benchmark)

Oncourse Assessment Tools (Formative)

Unit Test/Quiz (Summative)

"Do Now/Exit Ticket" Activity (Formative)

- Admit Tickets
- Blank diagrams
- Compare & Contrast
- Crash Course Video Questions
- Create a Multimedia Poster
- Define
- Describe
- Diagram Quizzes
- Evaluate
- Evaluation rubrics
- Exit Tickets
- Explaining
- Illustration
- KWL Chart
- Lab - Observing Tissue Types
- Lab Safety Quiz

- Lab Safety Worksheet
- Outline
- Quarterly Benchmark
- Self- assessments
- Study Guide
- Surveys
- Teacher Observation Checklist
- Unit review/Test prep
- Unit tests
- Web-Based Assessments
- WebQuests

Primary Resources & Materials

Textbook: *Biology*, Miller and Levine

Chromebook: Online access to textbook and digital resources from *Biology,* Miller and Levine

Ancillary Resources

YouTube videos - Crash Course/Anatomy and Physiology series with associated question worksheets

Human torso models

Diagram package

Compound light microscopes

Selection of prepared slides showing properties of tissue types

Technology Infusion

Student-issued Chromebooks

Interactive digital content available through Pearson EasyBridge

YouTube videos for lesson enhancement and differentiation

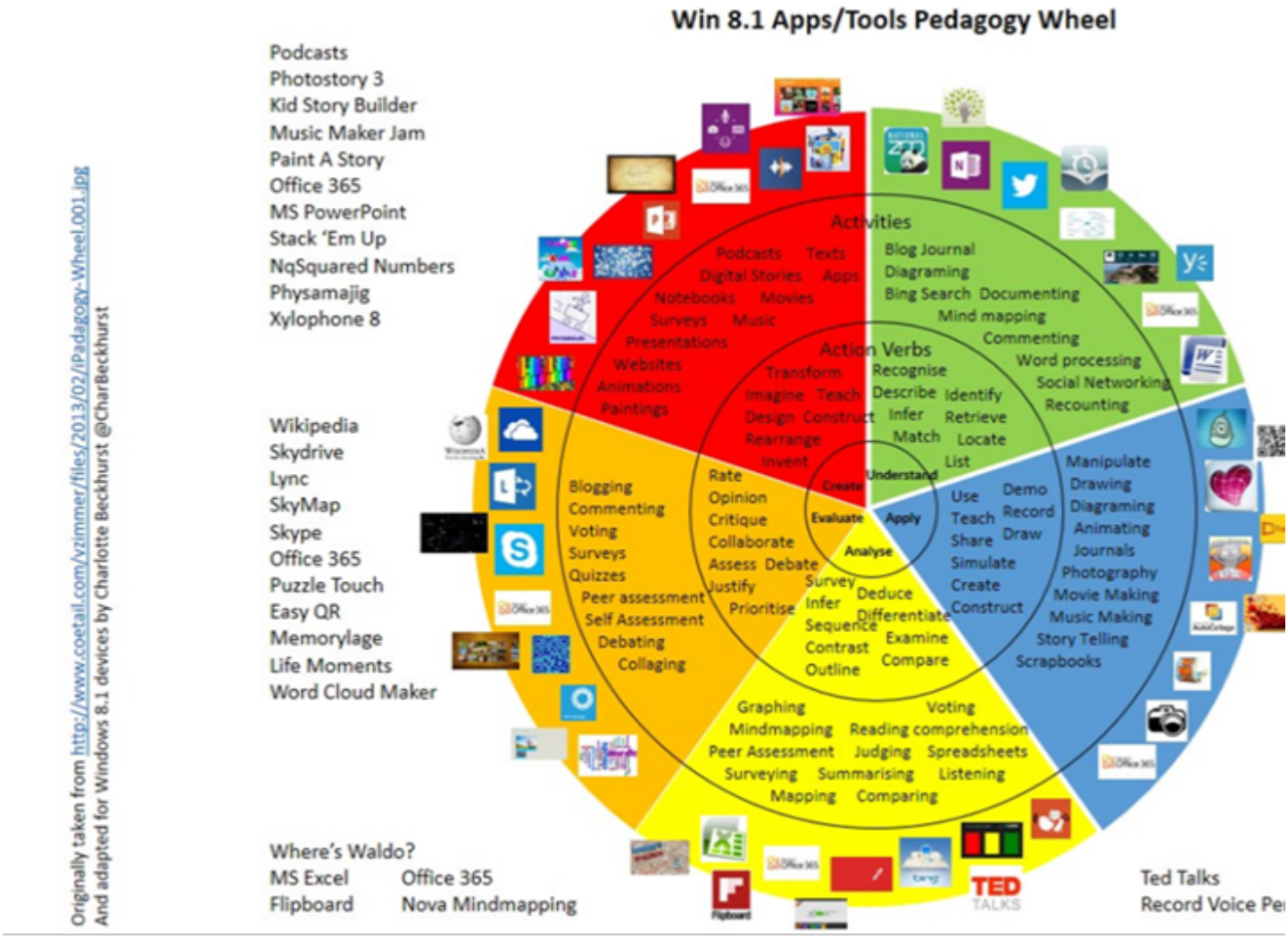
Google Classroom

Google Suite

Prezi

Subscription to Defined STEM website

Use MS Word, Excel, PowerPoint, OneNote



Alignment to 21st Century Skills & Technology

CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP1.1	Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
CRP.K-12.CRP7	Employ valid and reliable research strategies.
CRP.K-12.CRP7.1	Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP8.1	Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.
CRP.K-12.CRP10	Plan education and career paths aligned to personal goals.
CRP.K-12.CRP10.1	Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.
CRP.K-12.CRP11	Use technology to enhance productivity.
CRP.K-12.CRP11.1	Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

CRP.K-12.CRP12	Work productively in teams while using cultural global competence.
CRP.K-12.CRP12.1	Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.
CAEP.9.2.12.C.1	Review career goals and determine steps necessary for attainment.
TECH.8.1.12.A	Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.
TECH.8.1.12.A.3	Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.
TECH.8.1.12.C	Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
TECH.8.1.12.C.CS1	Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.
TECH.8.1.12.C.CS2	Communicate information and ideas to multiple audiences using a variety of media and formats.
TECH.8.1.12.E	Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.
TECH.8.1.12.E.CS2	Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
TECH.8.1.12.E.CS3	Evaluate and select information sources and digital tools based on the appropriateness for specific tasks.
TECH.8.1.12.E.CS4	Process data and report results.
TECH.8.1.12.F	Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.
TECH.8.1.12.F.CS2	Plan and manage activities to develop a solution or complete a project.
TECH.8.1.12.F.CS3	Collect and analyze data to identify solutions and/or make informed decisions.

21st Century Skills/Interdisciplinary Themes

- Communication and Collaboration
- Creativity and Innovation
- Critical thinking and Problem Solving
- ICT (Information, Communications and Technology) Literacy
- Information Literacy
- Life and Career Skills
- Media Literacy

21st Century Skills

- Health Literacy

Differentiation

Unit-specific exemplars:

1) Small groups will be arranged to facilitate conduction of lab activities based on evidence from multiple intelligences survey.

2) Visual presentations will be made available through Pearson EasyBridge and Crash Course video series on YouTube.

3) Additional time will be offered to complete lab assignments to help facilitate the development and improvement of lab-based skills.

Differentiations:

- Small group instruction
- Small group assignments
- Extra time to complete assignments
- Pairing oral instruction with visuals
- Repeat directions
- Use manipulatives
- Study guides
- Teacher reads assessments allowed
- Rephrase written directions
- Multisensory approaches
- Additional time
- Preview vocabulary
- Preview content & concepts
- Behavior management plan
- Highlight text
- Student(s) work with assigned partner
- Visual presentation
- Small group setting

Hi-Prep Differentiations:

- Alternative formative and summative assessments
- Games and tournaments
- Group investigations
- Guided Reading
- Independent research and projects
- Leveled rubrics
- Multiple intelligence options
- Multiple texts
- Project-based learning
- Problem-based learning
- Tiered activities/assignments

- Varying organizers for instructions

Lo-Prep Differentiations

- Choice of books or activities
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Mini workshops to re-teach or extend skills
- Open-ended activities
- Think-Pair-Share
- Varied supplemental materials

Special Education Learning (IEP's & 504's)

Unit-specific exemplars:

1) Preview of content, concepts and vocabulary will be used by assigning online modules from Miller/Levine Biology Online.

2) Lab activities will be modified to streamline the procedures and lab questioning.

3) Unit test will be shortened and with fewer choices of answers.

- printed copy of board work/notes provided
- additional time for skill mastery
- behavior management plan
- check work frequently for understanding
- computer or electronic device utilizes
- extended time on tests/ quizzes
- have student repeat directions to check for understanding
- highlighted text visual presentation
- modified assignment format
- modified test content
- modified test format
- modified test length
- multi-sensory presentation

- multiple test sessions
- preferential seating
- preview of content, concepts, and vocabulary
- Provide modifications as dictated in the student's IEP/504 plan
- reduced/shortened reading assignments
- Reduced/shortened written assignments
- secure attention before giving instruction/directions
- shortened assignments
- student working with an assigned partner
- teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes

English Language Learning (ELL)

Unit-specific exemplars:

1) Key aspects of basic tissue types will be presented to limit the non-essential information presented.

2) ELL students will be paired with flent bilingual students to provide tutoring and assistance during class.

3) Unit tests will be worded in simple terms, will be offered as open-book, and may be completed with assistance from ELL faculty.

- teaching key aspects of a topic. Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarif
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning;
- allowing students to correct errors (looking for understanding)
- allowing the use of note cards or open-book during testing
- decreasing the amount of work presented or required
- having peers take notes or providing a copy of the teacher's notes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using computer word processing spell check and grammar check features

- using true/false, matching, or fill in the blank tests in lieu of essay tests

At Risk

Unit-specific exemplars:

1) Alternative videos (Crash Couse) may be assigned to support student understanding of topics with visual assitance.

2) Students may demonstrate knowledge of unit (summative assesment) by creating a visual presentation in the form of a model, poster, or other appropriate form.

3) Written tests may be performed open-book or with notes to assist in success.

- allowing students to correct errors (looking for understanding)
- teaching key aspects of a topic. Eliminate nonessential information
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
- allowing students to select from given choices
- allowing the use of note cards or open-book during testing
- collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test.
- decreasing the amount of work presented or required
- having peers take notes or providing a copy of the teacher's notes
- marking students' correct and acceptable work, not the mistakes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using authentic assessments with real-life problem-solving
- using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify

Talented and Gifted Learning (T&G)

Unit-specific exemplars:

1) Advanced microscope activities (creation of student-prepared tissue sample slides) may be provided to additionally challenge students.

2) Additional research may be performed to link historical events or other multi-disciplinary information to increase the depth of knowledge.

3) Students will be urged to utilize college-level reading materials to increase the depth of knowledge.

- Above grade level placement option for qualified students
- Advanced problem-solving
- Allow students to work at a faster pace
- Cluster grouping
- Complete activities aligned with above grade level text using Benchmark results
- Higher order, critical & creative thinking skills, and discovery
- Multi-disciplinary unit and/or project
- Teacher-selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities
- Utilize exploratory connections to higher-grade concepts
- Utilize project-based learning for greater depth of knowledge

Sample Lesson

Unit Name: Levels of Organization

NJSLS: see Standards below

Interdisciplinary Connection: embedded in Standards below

Statement of Objective: SWBAT distinguish between types of muscle tissue by engaging in a small group laboratory activity with ≥80% accuracy.

Anticipatory Set/Do Now: Entrance ticket (MC&T/F): review of pre-lab activity, use of the microscope, and lab safety procedures

Learning Activity: group laboratory activity (using microscopes)

Student Assessment/CFU's: Entrance ticket, observation of lab techniques using teacher checklist, sketching microscopic views of tissue types or digital photography portfolio, lab questions

Materials: Chromebooks with Google Classroom, posted lab activity worksheet, posted Use of Microscope refresher, microscopes, various slides of muscle tissue, sketch paper, pencils

21st Century Themes and Skills: see links

Differentiation/Modifications: see list below

Integration of Technology: Chromebooks, internet access, Google Classroom, microscopes

- Behavior management plan
- Group investigations
- Multisensory approach
- Open-ended activities
- Preview content and concepts

- Project-based learning
- Small group setting and instruction

LA.RST.11-12.1	Accurately cite strong and thorough evidence from the text to support analysis of science and technical texts, attending to precise details for explanations or descriptions.
LA.RST.11-12.2	Determine the central ideas, themes, or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
LA.RST.11-12.3	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
LA.RST.11-12.7	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
LA.RST.11-12.8	Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.
LA.RST.11-12.9	Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
LA.WHST.11-12.1	Write arguments focused on discipline-specific content.
LA.WHST.11-12.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
LA.WHST.11-12.9	Draw evidence from informational texts to support analysis, reflection, and research.
CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
CRP.K-12.CRP8.1	Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.
CRP.K-12.CRP9.1	Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.
CRP.K-12.CRP11.1	Career-ready individuals find and maximize the productive value of existing and new

	technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
CRP.K-12.CRP12.1	Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.
SCI.HS-LS1-2	Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms.
CAEP.9.2.12.C.3	Identify transferable career skills and design alternate career plans.
TECH.8.1.12.A.1	Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.
TECH.8.1.12.A.CS1	Understand and use technology systems.
TECH.8.1.12.C.CS1	Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.
TECH.8.1.12.C.CS2	Communicate information and ideas to multiple audiences using a variety of media and formats.
TECH.8.1.12.C.CS4	Contribute to project teams to produce original works or solve problems.
TECH.8.1.12.E.CS4	Process data and report results.
TECH.8.1.12.F.CS3	Collect and analyze data to identify solutions and/or make informed decisions.