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Department of Curriculum and Instruction

Belleville Public Schools

Curriculum Guide

ANATOMY AND PHYSIOLOGY, GRADE 11-12

UNIT 4 - TRANSPORT

Belleville Board of Education

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Unit Overview

Blood acts as delivery system for the body, carrying oxygen, carbon dioxide, and nutrients to each cell. Blood can only reach these cells with the proper functioning of the cardiovascular system. This section will begin with a student investigation into the structure and function of blood and each of its cellular components. Blood clotting and blood types will also be investigated. From there, students will begin learning about the cardiovascular system. The cardiovascular system is broken into two distinct divisions to be explored, the heart and the blood vessels. Students will start with the anatomy and physiology of the heart. Students will explore physiological and anatomical changes that the heart goes through from fetal development to old age. Students will then consider the anatomy and physiology of blood vessels by comparing and contrasting veins and arteries. Lastly, students will learn about the concepts of blood pressure and arteriole disease that can occur with diet and age.

The lymphatic system is a largely unknown system to most students. This section will start with an overview of the lymphatic system's functions, which are to return leaked plasma to the blood vessels after cleaning it of bacteria and foreign matter and to provide a site for immune system cells to survey the body for infection. Due to the fact that the lymphatic system has two distinct functions, the section will consist of two parts. During part one, the students will investigate the major structures of the lymphatic system and describe their structure and function. Students will also explain the composition of lymph and how it is formed and transported. In part two of this section, students will explore the immune function of the lymphatic system. The body's defenses can be broken into nonspecific defenses and specific defenses. Students will first look at the entire nonspecific defenses and explore their structure and function, and then students will look at the specific defenses and explore their structure and function. The section will conclude with a discussion on immunity, allergies, immunodeficiency, autoimmune diseases, and the effect of aging on the lymphatic system.

Enduring Understanding

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

- Blood has some general characteristics of blood that allow it to perform its major functions.
- There are a variety of different types of blood cells each with a unique function.
- Blood plasma has some unique components that lead to its function.
- The cardiovascular system plays an important role in maintaining homeostasis.
- There are different blood types and they are critical in the process of blood transfusions.
- Each organ of the cardiovascular system and has a unique structure to facilitate their functions.
- The heart is designed to provide a specific pathway of blood through the body to allow blood to perform its functions.
- There are 3 different types of blood vessels each are designed for the exchange of substances throughout the body.
- Blood pressure is produced by the cardiovascular system and controlled by a few factors.
- There are two circuits the pulmonary and systemic circuits they have both common and unique properties.
- The lymphatic system has a general function and the pathways of this system are critical to the performance of that function.
- Lymph nodes create lymph through a process and the location of these lymph nodes is critical to their function.
- The circulatory and lymphatic systems work together.
- The process of immunity can be specific and nonspecific; the body has a finite list of defense modes.

Essential Questions

Why is the cardiovascular system and blood essential to the body?

How does the cardiovascular system transport essential gases, nutrients and wastes throughout the body?

What is the interrelationship between the cardiovascular system, blood and the other various organ systems of the body?

Exit Skills

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

- Examine the characteristics and functions of blood by:
- Describing the primary functions of blood.
- Listing the formed elements of blood and identifying the most important function of each.
- Discussing anemia in terms of red blood cell numbers and hemoglobin content.
- Explaining the steps involved in blood clotting.
- Describing ABO and Rh blood typing.
- Defining the following medical terms associated with blood: hematocrit, leukosytosis, leukopenia, polycythemia, sickel cell, phagocytosis, acidosis, thrombosis, erythroblastosis, fetalis, serum, fibrinogen, Rh factor, and anemia.

- Examine the circulatory system by:
- Explaining the relationship between blood vessel structure and function.
- Tracing the path of blood through the systemic, pulmonary, hepatic portal, and fetal circulations.
- Identifying and discussing the primary factors involved in the generation and regulation of blood pressure and explaining the relationships between these factors.

- Examine the lymphatic system and immunity by:
- Describing the generalized functions of the lymphatic system and list the primary lymphatic structures.
- Defining and comparing nonspecific and specific immunity, inherited and acquired immunity, and active and passive immunity.
- Discussing the major types of immune system molecules and indicating how antibodies and complements function.
- Contrasting the development and functions of B and T cells.
- Comparing and contrasting humoral and cell-mediated immunity.

New Jersey Student Learning Standards (NJSLS-S)

NextGen Science Standards

9-12.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.
9-12.HS-LS1-7	Use a model to illustrate that cellular respiration is a chemical process whereby the bonds of food molecules and oxygen molecules are broken and the bonds in new compounds are formed, resulting in a net transfer of energy.
9-12.HS-LS1-3	Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis.
9-12.HS-LS1-7.2.1	Use a model based on evidence to illustrate the relationships between systems or between components of a system.
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	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	Stability and change.
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-LS1-7.LS1.C.1	As matter and energy flow through different organizational levels of living systems, chemical elements are recombined in different ways to form different products.
9-12.HS-LS1-7.LS1.C.2	As a result of these chemical reactions, energy is transferred from one system of interacting molecules to another. Cellular respiration is a chemical process in which the bonds of food molecules and oxygen molecules are broken and new compounds are formed that can transport energy to muscles. Cellular respiration also releases the energy needed to maintain body temperature despite ongoing energy transfer to the surrounding environment.

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
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.11-12.6	Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.
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.11-12.9	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.11-12.2	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.11-12.6	Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information.
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.
LA.WHST.11-12.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
LA.WHST.11-12.9	Draw evidence from informational texts to support analysis, reflection, and research.
HPE.2.1.12.A.1	Analyze the role of personal responsibility in maintaining and enhancing personal, family, community, and global wellness.
HPE.2.1.12.A.2	Debate the social and ethical implications of the availability and use of technology and medical advances to support wellness.
HPE.2.1.12.A.CS1	Developing and maintaining wellness requires ongoing evaluation of factors impacting health and modifying lifestyle behaviors accordingly.
HPE.2.1.12.B.3	Analyze the unique contributions of each nutrient class (fats, carbohydrates, protein, water, vitamins, and minerals) to one’s health.
HPE.2.1.12.C.1	Determine diseases and health conditions that may occur during one’s lifespan and identify prevention and treatment strategies.
HPE.2.1.12.C.CS1	Personal health is impacted by family, community, national, and international efforts to prevent and control diseases and health conditions.
HPE.2.1.12.D.6	Demonstrate first-aid procedures, including Basic Life Support and automatic external

	defibrillation, caring for head trauma, bone and joint emergencies, caring for cold and heat injuries, and responding to medical emergencies.
HPE.2.1.12.D.CS1	Evaluating the potential for injury prior to engaging in unhealthy/risky behaviors impacts choices.
HPE.2.1.12.E.1	Predict the short- and long-term consequences of unresolved conflicts.
HPE.2.1.12.E.CS1	Respect and acceptance for individuals regardless of gender, sexual orientation, disability, ethnicity, socioeconomic background, religion, and/or culture provide a foundation for the prevention and resolution of conflict.
SOC.9-12.1.2.1	Construct various forms of geographic representations to show the spatial patterns of physical and human phenomena.
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.
9-12.HS-PS2-6.8.1	Communicate scientific and technical information (e.g. about the process of development and the design and performance of a proposed process or system) in multiple formats (including orally, graphically, textually, and mathematically).
9-12.HS-PS2-6.PS1.A.1	The structure and interactions of matter at the bulk scale are determined by electrical forces within and between atoms.
9-12.HS-PS2-6.PS2.B.1	Attraction and repulsion between electric charges at the atomic scale explain the structure, properties, and transformations of matter, as well as the contact forces between material objects.

Learning Objectives

Indicate the composition and volume of whole blood and plasma as well as describing the functions of each.

Identify the cell types that make up the formed elements and describe the functions of each.

Define the following conditions and describe causes and treatments for each: polycythemia, leukopenia, and leukocytosis.

Describe the blood clotting process and indicate factors that can inhibit or enhance the process.

Describe the ABO and Rh blood groups and explain the basis for a transfusion reaction.

Explain the different blood disorders that can occur based on age.

Describe the location of the heart in the body and identify its major anatomical areas on a model or diagram.

Trace the pathway of blood through the heart and the body.

Compare the pulmonary and systemic circuits.

Explain the operation of the heart valves and the elements of the intrinsic conduction system of the heart that sends impulses to maintain proper contraction.

Explain the following concepts: systole, diastole, stroke volume, cardiac cycle, and normal heart sounds versus a murmur.

Describe the effects of the following on heart rate: exercise, stimulation of the vagus nerve, epinephrine, and various ions.

Compare and contrast the structure and function of arteries, veins, and capillaries.

Identify the main blood vessels in the body.

Explain the concepts of blood pressure and pulse and discuss the factors that can affect either as well as how to measure them.

Explain the differences in the cardiovascular system based on aging and disease.

Name the two major types of structures composing the lymphatic system and explain how the lymphatic system is functionally related to the cardiovascular and immune systems.

Describe the composition of lymph and explain its formation and transport.

Describe the functions of lymph nodes, tonsils, the thymus, Peyer's patches, and the spleen.

Explain the protective functions of skin and mucous membranes as well as the important function of phagocytes and natural killer cells.

Describe the inflammatory process.

Explain how fever and several antimicrobial sections protect the body from bacteria invasions.

Name and describe the functions of the two main arms of the immune system, the B cells and T cells.

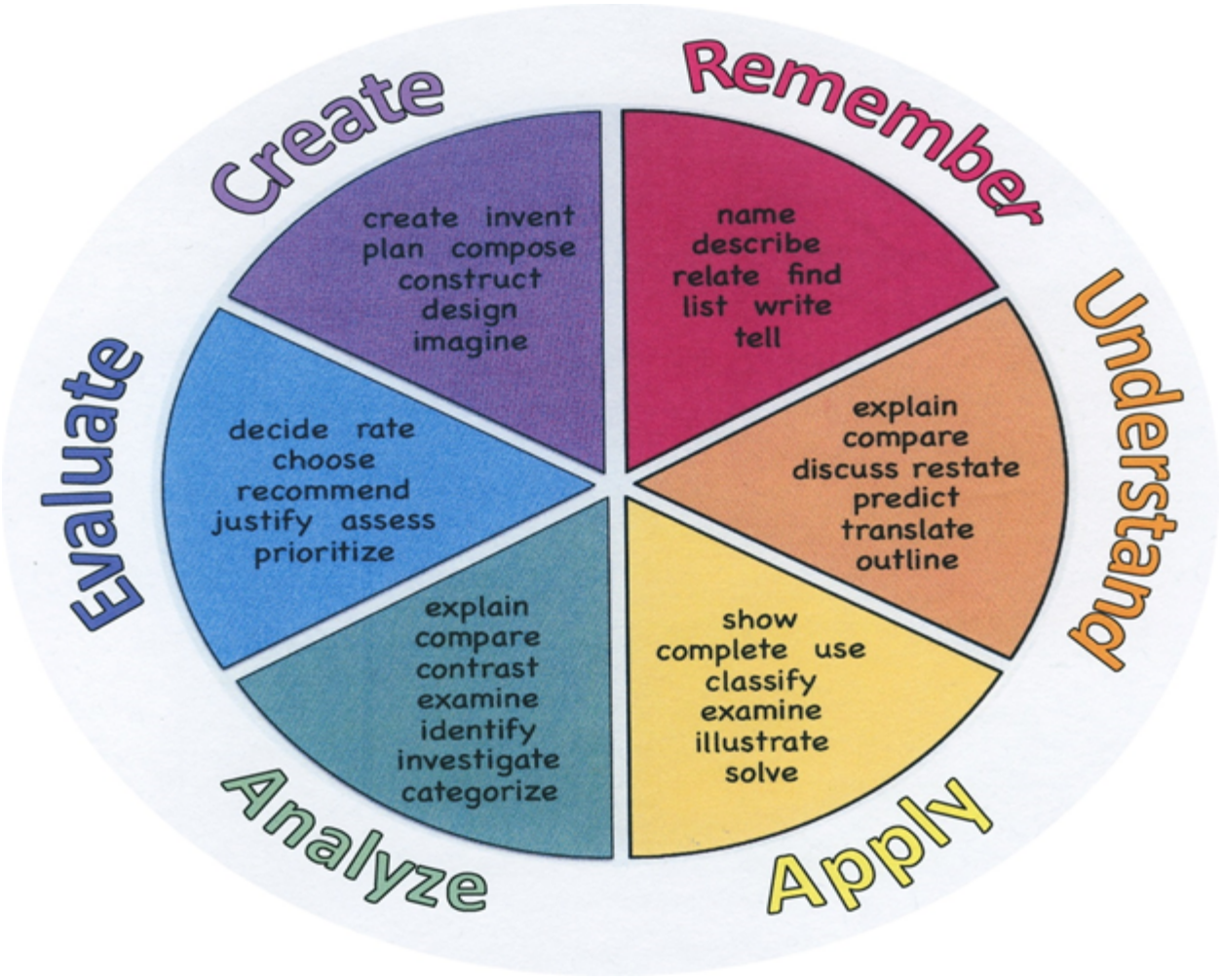
Explain how antibodies defend against antigens in the body.

Distinguish between passive and active immunity.

Describe immunodeficiency, allergies, and autoimmune diseases.

Describe the effects of aging on immunity.

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

- Blood structure and function worksheet
- Bozeman/crash course videos on blood with questions
- Blood typing lab
- Blood quiz
- Cardiovascular system structure and function worksheet
- Heart dissection
- Virtual heart transplant
- Blood pressure and heart rate lab
- Cardiovascular unit test
- Lymphatic system structure and function worksheet packet
- Propogation of Infectious Disease Lab
- Diagnosis lab-case studies presented on different diseases
- Unit test

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
- Define
- Describe
- Diagram Quizzes
- Evaluate
- Evaluation rubrics
- Exit Tickets
- Explaining
- Illustration
- Journals
- KWL Chart
- Lab- ABO Blood Typing
- Lab-Blood Smear
- Lab-Measuring HR/BP
- Lab-Propagation of Infectious Disease
- Learning Center Activities
- Multimedia Reports
- Outline
- Quarterly Benchmarks
- Self- assessments

- Study Guide
- 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 packages

Compound light microscopes

Selection of prepared slides showing properties of tissue types

Blood Typing Lab Kit

Blood Smear Lab Kit

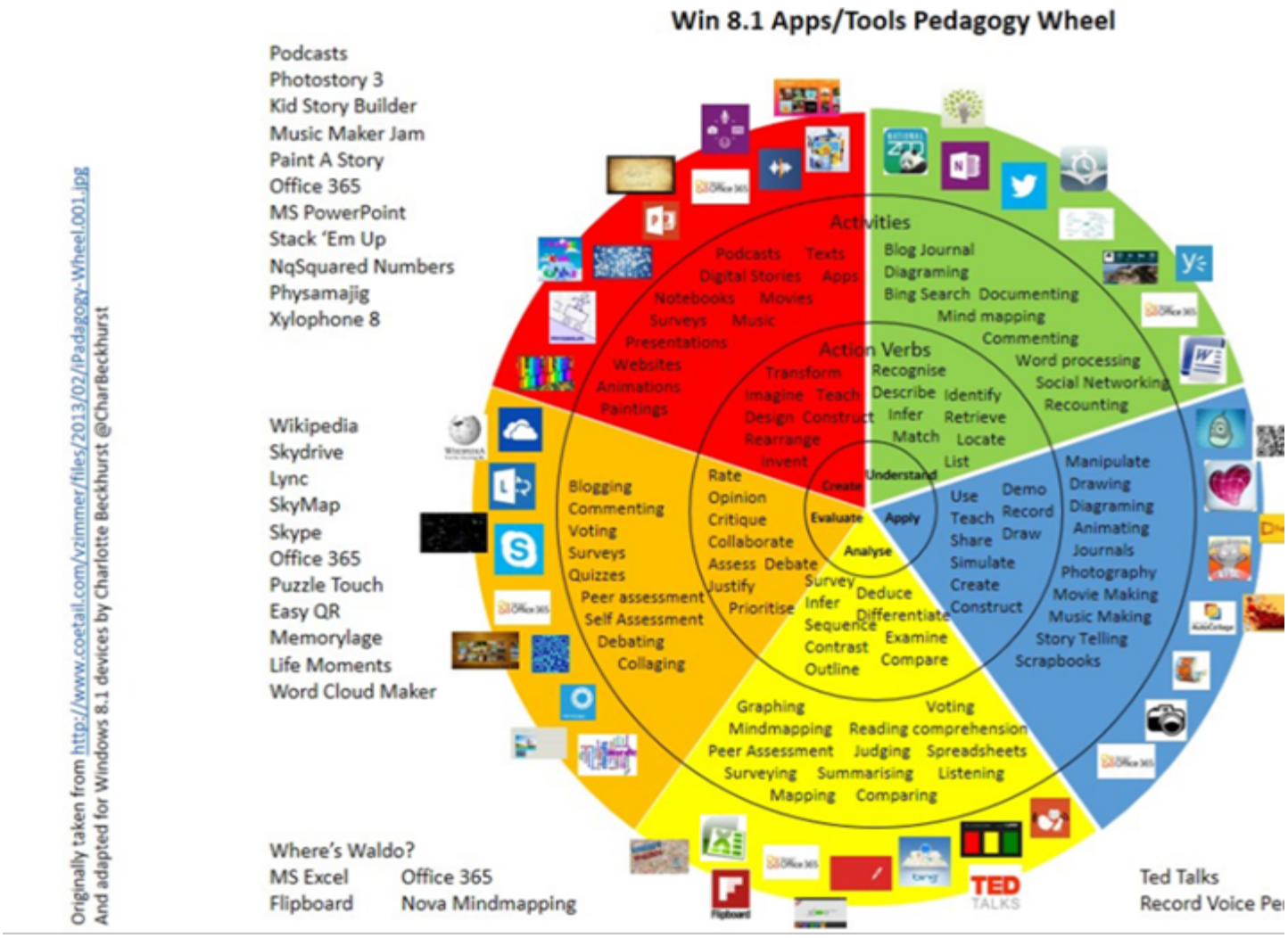
Sheep hearts for dissection

Full-scale skeleton model

Infectious Disease Lab Kit

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
Smart TV
Wireless HDMI
Multimedia projector



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.CRP3	Attend to personal health and financial well-being.
CRP.K-12.CRP3.1	Career-ready individuals understand the relationship between personal health, workplace

	performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.
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.CRP9	Model integrity, ethical leadership and effective management.
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.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.
CAEP.9.2.12.C.2	Modify Personalized Student Learning Plans to support declared career goals.
CAEP.9.2.12.C.3	Identify transferable career skills and design alternate career plans.
CAEP.9.2.12.C.7	Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace.
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.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.2	Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.
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.A.4	Construct a spreadsheet workbook with multiple worksheets, rename tabs to reflect the data on the worksheet, and use mathematical or logical functions, charts and data from all worksheets to convey the results.
TECH.8.1.12.A.CS2	Select and use applications effectively and productively.
TECH.8.1.12.B.2	Apply previous content knowledge by creating and piloting a digital learning game or tutorial.
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.CS3	Develop cultural understanding and global awareness by engaging with learners of other cultures.
TECH.8.1.12.C.CS4	Contribute to project teams to produce original works or solve problems.
TECH.8.1.12.D.CS2	Demonstrate personal responsibility for lifelong learning.
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.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.
TECH.8.1.12.F.CS4	Use multiple processes and diverse perspectives to explore alternative solutions.

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

- Financial, Economic, Business and Entrepreneurial Literacy
- Health Literacy

Differentiation

Unit-specific exemplars:

1) Knowledge of vocabulary will be increased by participating in multimedia presentations through Pearson EasyBridge.

2) Problem-based learning is exemplified by emplyimg case studies in circulatory and heart pathologies.

3) Flexible grouping based on results of multiple intelligence surveys will be made available for students to choose with whom they would like to complete research presentations.

Differentiations:

- Small group instruction
- Small group assignments
- Extra time to complete assignments
- Pairing oral instruction with visuals
- Repeat directions
- Use manipulatives
- Study guides
- 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
- Interest groups
- Leveled rubrics
- Multiple intelligence options
- Multiple texts
- Personal agendas
- Project-based learning
- Problem-based learning
- 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
- 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 procedures will be modified for Heart Dissection activity to facilitate understanding.

3) STudents may take unit test open book.

- 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 circulatory physiology 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 workpresented 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) Peer tutoring and assitance will be organized to assist at risk students in achieving curricular goals.

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 workpresented 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 case studies including pathologies of associated body systems may be provided to additionally challenge students.

2) Creation of a cross-curricular video about the heart will be offered at extra credit.

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
- Debate issues with research to support arguments
- Flexible skill grouping within a class or across grade level for rigor
- 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