

06 Integration and Control Systems III (Endocrine System)

Content Area: **Science**
Course(s):
Time Period: **Full Year**
Length: **14 blocks**
Status: **Published**

General Overview, Course Description or Course Philosophy

Anatomy and Physiology is the study of the structure and function of the human body. This course follows a sequential development of the major body systems in an organized and structured curriculum. The course is designed to give the students a selective overview of human anatomical structure and an analysis of human physiological principles. Labs will include slide work, dissection of various animals and studies of the human skeleton. The course will also use computer simulated dissection.

Medical Terminology is embedded in the study of Anatomy & Physiology and teaches words that pertain to body systems, anatomy, physiology, medical processes and procedures and a variety of diseases. It provides specialized language for the health care team, enabling health care workers to communicate in an accurate, articulate and concise manner. This course is designed to give the students a comprehensive knowledge of word construction, definition and use of terms related to all areas of medical science. The course includes but is not limited to terms related to anatomy of the human body, functions of health and disease, and the use of language in diagnosing and treating conditions related to all of the human body systems. This course replaces the earlier study of Latin and Greek for future healthcare professionals, as it focuses words used in the medical fields.

OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS

- Living systems, from the organismal to the cellular level, demonstrate the complementary nature of structure and function.
- Many diseases are caused by organisms such as bacteria and viruses and other microbes, whereas others are caused by intrinsic failures of one or more body systems.
- Biotechnology is the use of biological knowledge to solve human problems.

CONTENT AREA STANDARDS

9-12.HS-LS1-2	Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms.
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

9-12.HS-LS1-1.LS1.A.1

shaped and used, and the molecular substructures of their various materials.

Systems of specialized cells within organisms help them perform the essential functions of life.

RELATED STANDARDS (Technology, 21st Century Life & Careers, ELA Companion Standards are Required)

CCSS.Math.Content.HSS-ID.A.1	Represent data with plots on the real number line (dot plots, histograms, and box plots).
CCSS.Math.Content.HSS-ID.A.2	Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.
CCSS.Math.Content.HSS-ID.A.4	Use the mean and standard deviation of a data set to fit it to a normal distribution and to estimate population percentages. Recognize that there are data sets for which such a procedure is not appropriate. Use calculators, spreadsheets, and tables to estimate areas under the normal curve.
12.9.3.ST.2	Use technology to acquire, manipulate, analyze and report data.
CAEP.9.2.12.C.2	Modify Personalized Student Learning Plans to support declared career goals.
CCSS.ELA-Literacy.RST.11-12.1	Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.
CCSS.ELA-Literacy.RST.11-12.2	Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
CCSS.ELA-Literacy.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.
CCSS.ELA-Literacy.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.

STUDENT LEARNING TARGETS

Declarative Knowledge

Students will understand that:

- The structure and function of the endocrine system.
- The Central Nervous system regulates the endocrine system.
- Diseases and injuries of the endocrine system can seriously impair normal cell functions and the health of the organism
- Each system of the body has a specific set of medical terminology that is required.

Procedural Knowledge

Students will be able to:

- Demonstrate the principles of body mechanics for positioning, transferring and transporting of patients/clients, and perform them without injury to the patient/client or self.
- Utilize communication strategies to answer patient/client questions and concerns on planned procedures and goals
- 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.
- Construct an explanation based on evidence how a systems of specialized cells within organisms help them perform the essential functions of life.
- Investigate how systems or structures requires a detailed examination of the properties of different materials, the structures of different components, and connections of components to reveal function and/or solve a problem.
- Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms.
- Read and comprehend science/technical texts in the grades 11-CCR text complexity band independently and proficiently.
- Identify that 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.
- 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.
- Read and comprehend science/technical texts in the grades 11-CCR text complexity band independently and proficiently.
- Demonstrate language arts knowledge and skills required to pursue the full range of postsecondary education and career opportunities.
- Demonstrate mathematics knowledge and skills required to pursue the full range of postsecondary education and career opportunities.
- Identify transferable career skills and design alternate career plans.
- Evaluate and use information resources to accomplish specific occupational tasks.
- Communicate information within a healthcare classroom and demonstrate how to convey this information to appropriate departments and professionals in a timely manner to facilitate sharing of key diagnostic information used in treating patients.
- Apply the quantitative and qualitative terminology and codes for a range of medical information and analyze the information for designated purposes in order to facilitate the flow of information among individuals in a healthcare environment.
- Interpret verbal and nonverbal cues/behaviors to enhance communication.
- Apply active listening skills to obtain and clarify information.
- Develop and interpret tables, charts, and figures to support written and oral communications.
- Apply biochemistry, cell biology, genetics, mathematics, microbiology, molecular biology, organic chemistry, and statistics concepts to conduct effective biotechnology research and development.
- employ critical thinking skills (e.g., analyze, synthesize, and evaluate) independently and in teams to

solve problems and make decisions.

- demonstrate an understanding of the roles and responsibilities of all members of the healthcare team, including their ability to promote the delivery of quality healthcare.
- Apply ethical reasoning to a variety of situations in order to make ethical decisions.
- Identify transferable career skills and design alternate career plans.
- Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.
- 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.
- 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.
- Summarize, represent, and interpret data on a single count or measurement variable.
- Fit a function to the data; use functions fitted to data to solve problems in the context of the data.
- Identify a full range of career and postsecondary education opportunities within the career cluster.
- Use technology to access, manage, integrate, and disseminate information.
- Use effective oral and written communication strategies for creating, expressing, and interpreting information and ideas that incorporate technical terminology and information.

EVIDENCE OF LEARNING

Formative Assessments

- Informal checks for understanding
- Exit tickets
- Do now
- Homework (Chapter Outcome Outlines)
- Study guide questions.
- Video Overviews with guided notes
- Discuss terminology words and pronunciation.
- Give practice in both pronunciation and understanding the words.
- Provide students with handouts for in-class collaborative work
- Crossword Puzzles, Word Searches and case studies pertinent to the unit and have students analyze and define medical terms.
- StudyWare Games and Quizzes as time permits
- Current events in Healthcare: Discussion Circle

Summative Assessments

- Laboratory activity stations based on gland structure and physiology
- Endocrine Gland project and presentation
- POGIL-Homronal Contril
- Endocrine Histology Lab
- Quiz on the Endocrine System
- Case Study analysis
- Chapter test on the Endocrine System
- Benchmarks – departmental benchmark given at the end of MP1 and MP3 based on lab practices
- Alternative Assessments
 - Lab inquiries and investigations
 - Lab Practicals
 - Exploratory activities based on phenomenon
 - Gallery walks of student work
 - Creative Extension Projects
 - Build a model of a proposed solution
 - Let students design their own flashcards to test each other
 - Keynote presentations made by students on a topic
 - Portfolio

RESOURCES (Instructional, Supplemental, Intervention Materials)

Erhlich Text : Chapter 13

Erhlich Instructor's Manual Ch.13 Resources:

Crossword Puzzles, Word Searches and case studies

Chapter 13 games and quizzes

YouTube Crash Course Video Links for Unit 13:

POGIL Workbook

Kaplan Coloring Book

Biozone Anatomy & Physiology Workbook

Great Glands - Your Endocrine System: CrashCourse Biology #33

<https://youtu.be/WVrlHH14q3o>

Endocrine System, part 1 - Glands & Hormones: Crash Course A&P #23

<https://youtu.be/eWHH9je2zG4>

Endocrine System, part 2 - Hormone Cascades: Crash Course A&P #24

https://youtu.be/SCV_m91mN-Q

Classroom Manipulatives:

Brain (Pituitary)

Kidneys with Adrenals

INTERDISCIPLINARY CONNECTIONS

- Integrate quantitative or technical information expressed in words in a text. Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.
- Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.
- Experimentation
- Social Emotional Learning
- Engineering

ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS

See link to Accommodations & Modifications document in course folder.