



EVERETT PUBLIC SCHOOLS ANATOMY AND PHYSIOLOGY

Course: Anatomy and Physiology	Total Framework Hours: 180
CIP Code: CIP CODE <input type="checkbox"/> Exploratory <input type="checkbox"/> Preparatory	Date Last Modified: 08.2021
Career Cluster: Health Science	Cluster Pathway: Biotechnology, Diagnostic, Therapeutic

Industry-Recognized Certificates:

Work-Based Learning:

Course Information:

Standards and Competencies from the National Consortium of Health Science Education foundational standards. Anatomy and Physiology is a medical focused anatomy course addressing the physiology of each body system, along with the investigation of common diseases, disorders, and emerging diseases. The prevention of disease and diagnosis and treatment that might be utilized are addressed, along with medical terminology related to each system. This course provides an opportunity to demonstrate technical skills helping students make connections between medical procedures and the pathophysiology of disease and disorders. Suggested pre-requisite: Biology

COMPONENTS AND ASSESSMENTS

Performance Assessments:

- Students will maintain a science notebook containing detailed reports and summaries from each of the experimental activities conducted throughout the course. Formal Lab reports will include all required elements as described in the course materials, and use accepted style, scientific terminology, abbreviations, spelling, grammar, and format.

Leadership Alignment:

Students will communicate clearly through their written lab work and produce the results of their lab reports and summaries. Students will use HOSA Medical Spelling and Medical Terminology event guidelines to help meet Foundation Standard 2.

Standards and Competencies

Unit: Foundation Standard 2: Communication of Accurate Information and Laboratory Results

Biomedical researchers will know how to keep track of their experimental design and results using a laboratory notebook. They will understand the importance of accurate record-keeping in laboratory research, and the implications for intellectual property and ethics.

Industry Standards and/or Competencies

Total Learning Hours for Unit: 5

- 2.2 Medical Terminology
 - 2.2.1 Use the right terminology to communicate information.
 - 2.2.2. Identify and use scientific abbreviations to communicate information.2.3
- 2.3 Written Communication Skills
 - 2.3.1 Recognize elements of written communication required for effective laboratory reports (spelling, grammar, and formatting).

Aligned Washington State Learning Standards	
Educational Technology	<p>1. Empowered Learner -Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.</p> <p>1.a. Students articulate and set personal learning goals, develop strategies leveraging technology to achieve them and reflect on the learning process itself to improve learning outcomes.</p> <p>3. Knowledge Constructor -Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.</p> <p>3.a. Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.</p> <p>3.b. Students evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources.</p> <p>3.c. Students curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.</p>
English Language Arts	<p>CCSS.ELA-LITERACY.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.</p> <p>CCSS.ELA-LITERACY.RST.11-12.5: Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p>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.</p> <p>W.1.11-12: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>L.2.11-12: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.5.11-12: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>
Health and Physical Education	<p>Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.</p> <p>Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.</p> <p>H2.W2.HSa: Analyze factors, and treatment of communicable and non-communicable diseases.</p> <p>H2.W3.HS: Analyze how a variety of factors impact personal and community health.</p>
Science	Next Generation Science Standards (NGSSS) Practices8: Obtaining, Evaluating, and Communicating Information
Social Studies	E1: Understands that people have to make choices between wants and needs and evaluates the outcomes of those choices.

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Standards and Competencies	
Unit: Academic Foundation: LEVELS OF ORGANIZATION IN THE HUMAN BODY: Introduction to Anatomy & Physiology	
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The 21st Century Skills should be taught and assessed throughout the course. This table should be included at the end of this document.

21st Century Skills

Check those that students will demonstrate in this course:

<p>LEARNING & INNOVATION</p> <p>Creativity and Innovation</p> <p><input type="checkbox"/> Think Creatively</p> <p><input type="checkbox"/> Work Creatively with Others</p> <p><input type="checkbox"/> Implement Innovations</p> <p>Critical Thinking and Problem Solving</p> <p><input type="checkbox"/> Reason Effectively</p> <p><input type="checkbox"/> Use Systems Thinking</p> <p><input type="checkbox"/> Make Judgments and Decisions</p> <p><input type="checkbox"/> Solve Problems</p> <p>Communication and Collaboration</p> <p><input type="checkbox"/> Communicate Clearly</p> <p><input type="checkbox"/> Collaborate with Others</p>	<p>INFORMATION, MEDIA & TECHNOLOGY SKILLS</p> <p>Information Literacy</p> <p><input type="checkbox"/> Access and /evaluate Information</p> <p><input type="checkbox"/> Use and Manage Information</p> <p>Media Literacy</p> <p><input type="checkbox"/> Analyze Media</p> <p><input type="checkbox"/> Create Media Products</p> <p>Information, Communications and Technology (ICT Literacy)</p> <p><input type="checkbox"/> Apply Technology Effectively</p>	<p>LIFE & CAREER SKILLS</p> <p>Flexibility and Adaptability</p> <p><input type="checkbox"/> Adapt to Change</p> <p><input type="checkbox"/> Be Flexible</p> <p>Initiative and Self-Direction</p> <p><input type="checkbox"/> Manage Goals and Time</p> <p><input type="checkbox"/> Work Independently</p> <p><input type="checkbox"/> Be Self-Directed Learners</p> <p>Social and Cross-Cultural</p> <p><input type="checkbox"/> Interact Effectively with Others</p> <p><input type="checkbox"/> Work Effectively in Diverse Teams</p> <p>Productivity and Accountability</p> <p><input type="checkbox"/> Manage Projects</p> <p><input type="checkbox"/> Produce Results</p> <p>Leadership and Responsibility</p> <p><input type="checkbox"/> Guide and Lead Others</p> <p><input type="checkbox"/> Be Responsible to Others</p>
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