

## High School Science: Curriculum Map for Anatomy and Physiology

### Third Nine Weeks

| State Standards                                                                                                | Embedded Standards                                                                                                        | Outcomes                                                                                                                                                                                                                        | Adopted Resources                                                                                                                                                                      | Core Ideas                                                                                                                                                                                                            |
|----------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Unit 3.1 Transport and Absorption – 9 Weeks</b>                                                             |                                                                                                                           |                                                                                                                                                                                                                                 |                                                                                                                                                                                        |                                                                                                                                                                                                                       |
| CLE 3251.4.1 Identify the molecular and cellular components of the blood and the functions of the blood.       | CLE 3260.Inq.1 Recognize that science is a progressive endeavor that reevaluates and extends what is already accepted.    | Describe the cellular components and physical characteristics.<br><br>Determine blood types in ABO systems.<br><br>Compare the molecular affinity of hemoglobin to oxygen and carbon monoxide in terms of maintain homeostasis. | Hole's Human Anatomy and Physiology Chapters 14, 15, 16, 17, 18, 19<br><br>Student Study Guide – Blood- pp. 139-149<br>Written Assignments<br>Lab Reports<br>Written Tests<br>Diagrams | 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.                |
| CLE 3251.4.2 Explore the anatomy of the heart and describe the pathway of blood through this organ.            | CLE2351.Inq.3 Use appropriate tools and technology to collect precise and accurate data                                   | Describe the different types of blood vessels.                                                                                                                                                                                  | Student Study Guide- Cardiovascular System pp. 150-161.<br><br><a href="http://www.mhhe.com/shier11">www.mhhe.com/shier11</a>                                                          | 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. |
| CLE 3251.4.3 Describe the biochemical and physiological nature of heart function.                              | CLE.Inq.6 Communicate and defend scientific findings.                                                                     | Identify the major arteries and veins.                                                                                                                                                                                          | Bloody Typing Kit (NeoSci)                                                                                                                                                             | Practices                                                                                                                                                                                                             |
| CLE 3251.4.4 Describe the relationship between the structure and function of different types of blood vessels. | CLE 3260.Inq.5 Compare experimental evidence and conclusions with those drawn by others about the same testable question. | Prepare a model that illustrates the layers, chambers, and valves of the heart.<br><br>Describe the biochemical and physiological events associated with heart contraction, blood pressure, and blood clotting.                 | Anatomy and Physiology Revealed vol. 3: Cardiovascular System<br><br>Blood Cells – Laboratory Manual pp. 303-311                                                                       | 1. Asking question and defining problems                                                                                                                                                                              |
| CLE 3251.4.5 Describe the physiological basis of circulation and blood pressure                                |                                                                                                                           | Draw a diagram that traces the pathway of blood through the heart and lungs.                                                                                                                                                    | Blood Testing –A Demonstration – Laboratory Manual pp. 313-326                                                                                                                         | 2. Designing and using models                                                                                                                                                                                         |
| CLE 3251.4.6 Identify the structures of the lymphatic system.                                                  |                                                                                                                           | Measure the blood pressure and the pulse rates.                                                                                                                                                                                 | GIZMOS -Circulatory System                                                                                                                                                             |                                                                                                                                                                                                                       |
| CLE 3251.4.7 Describe the details of the immune                                                                |                                                                                                                           | Describe the immune response                                                                                                                                                                                                    | Anatomy and Physiology                                                                                                                                                                 |                                                                                                                                                                                                                       |

# High School Science Curriculum Map For Biology

**M Walker**



## High School Science Curriculum Map For Biology:

**Assessment Powered Teaching** Nancy W. Sindelar, 2015-09-01 Knowledge is power and this book puts assessment data and instruction together in a step by step format Instead of dreading the time testing takes from teaching you can harness its power to define learning targets build standards based assessments gather and use test data in the classroom and develop data driven teaching strategies Assessment expert Nancy W Sindelar provides practical tools that help teachers Use formative and summative assessment results to enhance instruction Motivate students by providing clear learning targets Utilize technology to analyze students progress Raise test scores Included are testimonials from teachers numerous data analysis examples rubrics and a chapter on culturally diverse schools Designed to be adaptable this book is a powerful resource for teachers teacher teams and all educators dedicated to enhancing student learning *California High School*, 1984 Resources in Education, 2001-04

**Using Test Data for Student Achievement** Nancy W. Sindelar, 2011-11-11 Schools are drowning in test data but many schools do little with test results other than sort students into various categories of proficiency or lack thereof Some educators feel testing has taken the joy out of teaching Others believe valuable instructional time has been lost as a result of testing Yet NCBL and other federal and state mandates have placed educators under increasing pressure to make certain all students meet standards on high stakes tests Now more than ever teachers and administrators need to embrace testing as a valuable classroom tool to guide instruction use efficient technological resources available for test scoring and analysis and profit from the benefits of test analysis to increase learning and achievement Using Test Data for Student Achievement shows educators step by step how to use test data to facilitate student learning The book combines research technology and Sindelar's experience as a teacher and administrator to provide practical and efficient ways to use test data to increase learning close achievement gaps and even raise test scores *Meeting the Challenges to Measurement in an Era of Accountability* Henry Braun, 2016-01-29 Under pressure and support from the federal government states have increasingly turned to indicators based on student test scores to evaluate teachers and schools as well as students themselves The focus thus far has been on test scores in those subject areas where there is a sequence of consecutive tests such as in mathematics or English language arts with a focus on grades 4-8 Teachers in these subject areas however constitute less than thirty percent of the teacher workforce in a district Comparatively little has been written about the measurement of achievement in the other grades and subjects This volume seeks to remedy this imbalance by focusing on the assessment of student achievement in a broad range of grade levels and subject areas with particular attention to their use in the evaluation of teachers and schools in all It addresses traditional end of course tests as well as alternative measures such as portfolios exhibitions and student learning objectives In each case issues related to design and development psychometric considerations and validity challenges are covered from both a generic and a content specific perspective The NCME Applications of Educational Measurement and Assessment series includes edited volumes designed to

inform research based applications of educational measurement and assessment Edited by leading experts these books are comprehensive and practical resources on the latest developments in the field The Open Access version of this book available at <http://www.taylorfrancis.com> has been made available under a Creative Commons Attribution Non Commercial No

Derivatives 4.0 license      **A Guide to Early College and Dual Enrollment Programs** Russ Olwell, 2021-03-25 This is an accessible guide for school leaders and educators who seek to build support and expand effective early college and dual enrollment programs in their communities One of the first books to bring together research in a practical way this book is full of real stories critical insights from leaders teachers and students examples of what works and doesn't work and strategies to help students successfully make an important jump in their lives putting them on track to post secondary education and a career Whether you're starting a program from scratch or want to improve an existing dual enrollment and early college program this book will provide you with the research base tools and resources to understand where you and your students fit into the national landscape and provide guidance and inspiration on the journey to creating an effective program

*Directory of Awards* National Science Foundation (U.S.). Directorate for Science and Engineering Education, 1987

*Transforming Middle School Science Education* Paul DeHart Hurd, 2000-01-01 In this penetrating volume Paul DeHart Hurd combines more than half a century of experience and current scholarship with his vision for improving the middle school science curriculum While others have failed to center adolescents in science curricula Hurd recognizes the biological social and emotional needs of this population Looking toward the future to properly educate students now Hurd's curriculum presents today's youth with the culture of science and technology that has import in their lives The end result An important contribution to the study of curriculum and a substantial pedagogical tool from an eminent thinker      Teaching and Learning of Physics in Cultural Contexts Yunebae Park, 2004 The aims of the International Conference on Physics Education in Cultural Contexts were to explore ways towards convergent and divergent physics learning beyond school boundaries improve physics education through the use of traditional and modern cultural contexts and exchange research and experience in physics education between different cultures A total of 45 papers have been selected for this volume The material is divided into three parts Context and History Conceptual Changes and Media The proceedings have been selected for coverage in Index to Scientific Technical Proceedings ISTP CDROM version ISI Proceedings Index to Social Sciences Humanities Proceedings ISSHP ISI Proceedings Index to Social Sciences Humanities Proceedings ISSHP CDROM version ISI Proceedings CC Proceedings Engineering Physical Sciences      *Teaching And Learning Of Physics In Cultural Contexts, Proceedings Of The International Conference On Physics Education In Cultural Contexts (Icpec 2001)* Yunebae Park, 2004-01-20 The aims of the International Conference on Physics Education in Cultural Contexts were to explore ways towards convergent and divergent physics learning beyond school boundaries improve physics education through the use of traditional and modern cultural contexts and exchange research and experience in physics education between different

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