

**Newport-Mesa Unified School District  
Middle School Course of Study**

<b>Course Title</b>	<i>Human Anatomy (MS)</i>			<b>Course Code</b>	<i>RT012</i>
<b>Transcript Title:</b>	<i>Human Anatomy</i>	<b>Grades Levels:</b>	<i>8</i>	<b>Board Adoption Date:</b>	<i>05/18/2021</i>
<b>Content Area:</b>	<i>Science</i>	<b>GPA Scale:</b>	<i>4.0</i>	<b>Date Course Submitted:</b>	<i>3/26/21</i>
<b>Credential Required:</b>	<i>CTE</i>	<b>Graduation Subject Areas:</b>	<i>Elective</i>	<b>CALPADS Code:</b>	<i>7000</i>
<b>UC/CSU "A-G" Area Approvals:</b>	<i>N/A</i>	<b>School Site/person that wrote and submitted the course:</b>		<i>Ensign/Kate Anderson</i>	
<b>Recommend Skills:</b>	<i>Critical thinking, basic biology, writing analysis, public speaking</i>				
<b>Next course(s):</b>	<i>Students may want to enroll in one of the two patient care pathways available at Costa Mesa or Estancia high schools.</i>				
<b>Textbook to be used:</b>	<i>Hole's Human Anatomy and Physiology, 15th Edition, McGraw-Hill Education</i>				

**Newport-Mesa Unified School District  
Middle School Course of Study**

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**DATE:** March 26, 2021  
**INDUSTRY SECTOR:** Multiple Industry Sectors (MIS)  
**PATHWAY:** Multiple Pathways (Pathway 999)  
**CALPADS TITLE:** Exploratory Career Technical Education  
**CALPADS CODE:** 7000

**HOURS:**

Total	Classroom	Laboratory/CC/CVE
90	70	20

JOB TITLE	ONET CODES	JOB TITLE	ONET CODES
N/A			

**COURSE DESCRIPTION:** This is an introductory course to Human Anatomy that is NGSS and CTE aligned. Human Anatomy will focus on a basic understanding of the structure and function of the human body and mechanisms for maintaining homeostasis. Students will participate in discussions, labs, presentations, and direct instruction in order to learn and prepare them for future high school courses related to biological science and healthcare.

**PREREQUISITES:** None

<b>Middle School Name:</b>	<b>Site Prerequisite:</b>
Ensign Intermediate	

**A – G APPROVAL:**  Yes  No  Desired N/A

**Newport-Mesa Unified School District  
Office of Career Technical Education  
Middle School Course of Study**

**ARTICULATION:**

High School Name:	College Name:	College Course Title:
N/A		

LEVEL:  Exploratory  Introductory  Concentrator  Capstone

**CERTIFICATION:**

High School Name:	Embedded/Leads to:	Description:
N/A		

**METHOD OF STUDENT EVALUATION:**

- ✓ Pre and Post test
- ✓ Student Projects
- ✓ Written work
- ✓ Completion of assignments and lab reports

**METHOD OF INSTRUCTION:**

- ✓ Lecture
- ✓ Group and individual applied projects
- ✓ Demonstration
- ✓ Field Trips
- ✓ Guest Speaker

**RECOMMENDED TEXTS OR SOFTWARE:**

*Hole's Human Anatomy and Physiology, 15th Edition, McGraw-Hill Education*

**MODEL CTE PATHWAY:**

This course feeds into our two patient care pathways located at Costa Mesa High School and Estancia High School

Grade:	Fall Semester:	Spring Semester:
8 (Ensign)	Human Anatomy	Human Anatomy
10 (CMHS/EHS)	Medical Carers and Health Systems	Medical Careers and Health Systems
11 (CMHS/EHS)	Athletic Training and Sports Medicine / Emergency Medical Responder	Athletic Training and Sports Medicine / Emergency Medical Responder
12 (CMHS/EHS)	Sports Medicine Advanced / CTE Medical Pathways	Sports Medicine Advanced / CTE Medical Pathways

Newport-Mesa Unified School District  
Office of Career Technical Education  
Middle School Course of Study

**CALIFORNIA CAREER TECHNICAL EDUCATION MODEL CURRICULUM STANDARDS**

California Department of Education CTE Standards website: <http://www.cde.ca.gov/ci/ct/sf/ctemcstandards.asp>

**INDUSTRY SECTOR  
KNOWLEDGE AND PERFORMANCE ANCHOR STANDARDS**

**1.0 Academics**

Analyze and apply appropriate academic standards required for successful industry sector pathway completion leading to postsecondary education and employment. Refer to the Information and Communication Technologies academic alignment matrix for identification of standards.

**2.0 Communications**

Acquire and accurately use Information and Communication Technologies sector terminology and protocols at the career and college readiness level for communicating effectively in oral, written, and multimedia formats. (Direct alignment with LS 9-10, 11-12.6)

2.2 Identify barriers to accurate and appropriate communication.

2.3 Interpret verbal and nonverbal communications and respond appropriately.

2.4 Demonstrate elements of written and electronic communication such as accurate spelling, grammar, and format.

2.5 Communicate information and ideas effectively to multiple audiences using a variety of media and formats.

2.6 Advocate and practice safe, legal, and responsible use of digital media information and communications technologies.

2.7 Use technical writing and communication skills to work effectively with diverse groups of people.

**3.0 Career Planning and Management**

Integrate multiple sources of career information from diverse formats to make informed career decisions, solve problems, and manage personal career plans. (Direct alignment with SLS 11-12.2)

3.1 Identify personal interests, aptitudes, information, and skills necessary for informed career decision making.

3.2 Evaluate personal character traits such as trust, respect, and responsibility and understand the impact they can have on career success.

3.3 Explore how information and communication technologies are used in career planning and decision making.

**4.0 Technology**

Use existing and emerging technology, to investigate, research, and produce products and services, including new information, as required in the Information and Communication Technologies sector workplace environment. (Direct alignment with WS 11-12.6)

4.2 Employ technology based communications responsibly and effectively to explore complex systems and issues.

4.3 Use information and communication technologies to synthesize, summarize, compare, and contrast information from multiple sources.

4.4 Discern the quality and value of information collected using digital technologies, and recognize bias and intent of the associated sources.

4.5 Research past, present, and projected technological advances as they impact a particular pathway.

**5.0 Problem Solving and Critical Thinking**

Conduct short, as well as more sustained, research to create alternative solutions to answer a question or solve a problem unique to the Information and Communication Technologies sector using critical and creative thinking, logical reasoning, analysis, inquiry, and problem-solving techniques. (Direct alignment with WS 11-12.7)

5.1 Identify and ask significant questions that clarify various points of view to solve problems.

5.4 Interpret information and draw conclusions, based on the best analysis, to make informed decisions.

5.5 Use a logical and structured approach to isolate and identify the source of problems and to resolve problems.

5.6 Know the available resources for identifying and resolving problems.

5.7 Work out problems iteratively and recursively.

5.8 Create and use algorithms and solve problems.

5.9 Deconstruct large problems into components to solve.

**6.0 Health and Safety**

Demonstrate health and safety procedures, regulations, and personal health practices and determine the meaning of symbols, key terms, and domain-specific words and phrases as related to the Information and Communication Technologies sector workplace environment. (Direct alignment with RSTS 9-10, 11-12.4)

**Newport-Mesa Unified School District  
Office of Career Technical Education  
Middle School Course of Study**

6.3 Use health and safety practices for storing, cleaning, and maintaining tools, equipment, and supplies.

6.4 Practice personal safety when lifting, bending, or moving equipment and supplies.

6.5 Demonstrate how to prevent and respond to work-related accidents or injuries; this includes demonstrating an understanding of ergonomics.

6.6 Maintain a safe and healthful working environment.

6.10 Act conscientiously regarding the use of natural resources (e.g., paper, ink, etc.)

### **7.0 Responsibility and Flexibility**

Initiate, and participate in, a range of collaborations demonstrating behaviors that reflect personal and professional responsibility, flexibility, and respect in the Information and Communication Technologies sector workplace environment and community settings. (Direct alignment with SLS 9-10, 11-12.1)

7.2 Explain the importance of accountability and responsibility in fulfilling personal, community, and workplace roles.

7.3 Understand the need to adapt to changing and varied roles and responsibilities.

7.4 Practice time management and efficiency to fulfill responsibilities.

7.5 Apply high-quality techniques to product or presentation design and development.

### **8.0 Ethics and Legal Responsibilities**

Practice professional, ethical, and legal behavior, responding thoughtfully to diverse perspectives and resolving contradictions when possible, consistent with applicable laws, regulations, and organizational norms. (Direct alignment with SLS 11-12.1d)

8.4 Explain the importance of personal integrity, confidentiality, and ethical behavior in the workplace.

8.5 Analyze organizational culture and practices within the workplace environment.

8.6 Adhere to copyright and intellectual property laws and regulations, and use and appropriately cite proprietary information.

### **9.0 Leadership and Teamwork**

Work with peers to promote divergent and creative perspectives, effective leadership, group dynamics, team and individual decision making, benefits of workforce diversity, and conflict resolution such as those practiced in the Future Business Leaders of America and SkillsUSA career technical student organization. (Direct alignment with SLS 11-12.1b)

9.1 Define leadership and identify the responsibilities, competencies, and behaviors of successful leaders.

9.2 Identify the characteristics for successful teams, including leadership, cooperation, collaboration, and effective decision-making skills as applied in groups, teams and career technical student organization activities.

9.3 Understand the characteristics and benefits of teamwork, leadership, and citizenship in the school, community, and workplace setting.

9.6 Respect individual and cultural differences and recognize the importance of diversity in the workplace.

### **10.0 Technical Knowledge and Skills**

Apply essential technical knowledge and skills common to all pathways in the Information and Communication Technologies sector, following procedures when carrying out experiments or performing technical tasks. (Direct alignment with WS 11-12.6)

10.4 Collaborate with industry experts for specific technical knowledge and skills.

10.10 Manage files in a hierarchical system.

10.11 Know multiple ways in which to transfer information and resources (e.g., text, data, sound, video, still images) between software programs and systems.

10.12 Know appropriate search procedures for different types of information, sources, and queries.

10.13 Evaluate the accuracy, relevance, and comprehensiveness of retrieved information.

10.14 Analyze the effectiveness of online information resources to support collaborative tasks, research, publications, communications, and increased productivity

### **11.0 Demonstration and Application**

Demonstrate and apply the knowledge and skills contained in the Information and Communication Technologies anchor standards, pathway standards, and performance indicators in classroom, laboratory, and workplace settings, and through career technical student organizations such as Future Business Leaders of America and SkillsUSA.

11.5 Create a portfolio, or similar collection of work, that offers evidence through assessment and

**Newport-Mesa Unified School District  
Office of Career Technical Education  
Middle School Course of Study**

evaluation of skills and knowledge competency as contained in the anchor standards, pathway standards, and performance indicators.

CR = Classroom Hours      LAB/CC = Laboratory/Shop/Community Classroom Hours

I.	Intro to Anatomy	CR	LAB/C C	STANDARDS
	<ul style="list-style-type: none"> <li>A. First Day of School presentations</li> <li>B. Syllabus, Classroom Expectations               <ul style="list-style-type: none"> <li>a. Safety expectations - material storage, responsible lab use, equipment safety, safety contract and quiz.</li> </ul> </li> <li>C. Latin roots practice and present               <ul style="list-style-type: none"> <li>a. In pairs, students will be given a group of Latin roots to study and find meaning. They will then present these meanings to the class and ways students can remember the meanings</li> </ul> </li> <li>D. Modeling homeostasis               <ul style="list-style-type: none"> <li>a. Students will perform an experiment to test feedback mechanisms associated with homeostasis. They will create a model of positive and negative feedback loops and use the model to explain why the body needs to maintain homeostasis.</li> </ul> </li> </ul>	5		<p><b>Academic:</b> HS-LS1-3</p> <p><b>CTE Anchor:</b> 2.3, 2.4, 2.5, 2.7, 4.2, 5.1, 5.4, 5.6, 5.8, 6.6, 6.10, 7.3, 7.4, 9.1, 9.3, 9.6, 10.11</p> <p><b>CTE Pathway:</b> A2.3, A6.1, B5.3</p>
II.	Cells and Tissues	CR	LAB/C C	STANDARDS
	<ul style="list-style-type: none"> <li>A. Structure of the cell               <ul style="list-style-type: none"> <li>a. Major organelles</li> <li>b. Movement through cell membrane</li> <li>c. Cell model                   <ul style="list-style-type: none"> <li>i. Students will make a physical model of the cell and its major organelles.</li> </ul> </li> </ul> </li> <li>B. Microscope lab               <ul style="list-style-type: none"> <li>a. Tissues - muscle, nervous, connective, epithelial                   <ul style="list-style-type: none"> <li>i. Students will use a microscope to identify the various tissues in the body. They will draw and label the types, compare and contrast cells and tissues.</li> </ul> </li> </ul> </li> </ul>	4	2	<p><b>Academic:</b> HS-LS1-1, HS-LS1-2</p> <p><b>CTE Anchor:</b> 2.3, 2.4, 2.7, 4.2, 5.1, 5.4, 5.5, 5.7, 6.3, 6.4, 6.6, 6.10, 7.3, 7.4, 9.3, 9.6, 10.10, 10.11</p> <p><b>CTE Pathway:</b> A4.1, A4.5, B2.1, B7.1</p>
III.	Musculoskeletal System	CR	LAB/C C	STANDARDS
	<ul style="list-style-type: none"> <li>A. Structure of bone               <ul style="list-style-type: none"> <li>a. Students will describe and explain bone structure and function (spongy bone vs compact bone).</li> </ul> </li> <li>B. Types of joints               <ul style="list-style-type: none"> <li>a. Compare and contrast joint types. Students will communicate understanding of bones and joints through a lab practical.</li> </ul> </li> <li>C. Chicken bone in vinegar demo - demonstrates what makes bones strong yet flexible</li> <li>D. Identify types, location, and functions of major muscles in the human body</li> </ul>	7	4	<p><b>Academic:</b> HS-LS1-2, HS-LS1-3</p> <p><b>CTE Anchor:</b> 2.1, 2.3, 2.4, 2.7, 4.2, 5.1, 5.4, 5.5, 5.7, 5.8, 5.9, 6.3, 6.4, 6.5, 6.6, 6.10, 7.3, 7.4, 9.3, 9.6, 10.10, 10.11</p> <p><b>CTE Pathway:</b> A6.4, B2.1, B7.1, B8.1, B10.5</p>

**Newport-Mesa Unified School District  
Office of Career Technical Education  
Middle School Course of Study**

	<ul style="list-style-type: none"> <li>a. Muscle Fatigue Lab - students will collect and analyze graphical data on the stamina of their dominant and non-dominant hands, then generate a lab report.</li> </ul> <p>E. Microscope lab</p> <ul style="list-style-type: none"> <li>a. Striated, smooth, and cardiac -Students will use a microscope to identify the various muscles in the body. They will draw and label the types, compare and contrast tissues.</li> </ul> <p>F. Chicken wing muscle dissection</p> <ul style="list-style-type: none"> <li>a. Students will dissect a chicken wing to discover the characteristics and functions of skeletal muscles.</li> </ul>			
<b>IV.</b>	<b>Nervous System</b>	<b>CR</b>	<b>LAB/C C</b>	<b>STANDARDS</b>
	<ul style="list-style-type: none"> <li>A. Divisions of the nervous system               <ul style="list-style-type: none"> <li>a. Students will do a series of hands-on activities and simulations to describe the structure and function of the nervous system. They will use or generate a model to explain how the features of the nervous system work together to send or receive a message.</li> </ul> </li> <li>B. Nervous system cells               <ul style="list-style-type: none"> <li>a. Path of nerve impulse diagram</li> <li>b. Reaction time lab - students will test their visual, auditory, and tactile response times and collect data. They will use this data to explain why reflexes occur faster than voluntary contractions.</li> </ul> </li> <li>C. The Brain               <ul style="list-style-type: none"> <li>a. Brain hat activity - students will construct and color a wearable brain hat to help them learn the major lobes and functions of the brain.</li> </ul> </li> <li>D. Sensory Organs               <ul style="list-style-type: none"> <li>a. Eye modeling and functions</li> <li>b. Ear modeling and functions</li> <li>c. 5 senses lab - students will go to a variety of stations that will help them explore their senses of sight, smell, hearing, touch, and taste and relate them to each part of the brain</li> </ul> </li> </ul>	10	5	<p><b>Academic:</b> HS-LS1-2, HS-LS1-3</p> <p><b>CTE Anchor:</b> 2.1, 2.3, 2.4, 2.5, 2.7, 4.2, 4.3, 5.1, 5.4, 5.5, 5.7, 5.8, 5.9, 6.4, 6.6, 6.10, 7.3, 7.4, 9.3, 9.6, 10.10, 10.11</p> <p><b>CTE Pathway:</b> A6.1, A6.4, B2.1, B7.1</p>
<b>V.</b>	<b>Cardiovascular System</b>	<b>CR</b>	<b>LAB/C C</b>	<b>STANDARDS</b>
	<ul style="list-style-type: none"> <li>A. Blood               <ul style="list-style-type: none"> <li>a. Red/white blood cells - students will distinguish between red and white blood cells and identify the major components of blood</li> </ul> </li> <li>B. Structure of the heart               <ul style="list-style-type: none"> <li>a. Chambers diagram - students will make a model of the chambers of direction of blood flow through the heart.</li> </ul> </li> <li>C. Vascular System               <ul style="list-style-type: none"> <li>a. Arteries, veins, and capillaries</li> </ul> </li> </ul>	12	3	<p><b>Academic:</b> HS-LS1-2, HS-LS1-3</p> <p><b>CTE Anchor:</b> 2.3, 2.4, 2.5, 2.7, 4.2, 5.1, 5.4, 5.5, 5.7, 5.9, 6.6, 6.10, 7.3, 7.4, 9.3, 9.6, 10.10, 10.11</p> <p><b>CTE Pathway:</b> A6.4, B2.1, B4.4, B7.1</p>

**Newport-Mesa Unified School District  
Office of Career Technical Education  
Middle School Course of Study**

	<ul style="list-style-type: none"> <li>b. Students will use explorelearning.com to explore a simulation of the circulatory system. They will be able to analyze data from blood samples to explain where oxygen and carbon dioxide enter and exit the bloodstream.</li> </ul> <p>D. Blood pressure and flow</p> <ul style="list-style-type: none"> <li>a. Heart rate lab - students will determine their heart rate during various activities. They will use class data to graph and analyze patterns in heart rate and explain why this analysis would be useful in the medical field.</li> </ul>			
<b>VI.</b>	<b>Respiratory System</b>	<b>CR</b>	<b>LAB/C C</b>	<b>STANDARDS</b>
	<ul style="list-style-type: none"> <li>A. Upper and lower respiratory tract <ul style="list-style-type: none"> <li>a. Path of air modeling - students will label and describe the organs involved in breathing and gas exchange</li> </ul> </li> <li>B. Ventilation <ul style="list-style-type: none"> <li>a. Lung and diaphragm balloon model - students will design a model that demonstrates the functions of the diaphragm, lungs, and trachea</li> <li>b. Lung capacity comparison - students will measure their lung capacity and compare their data to class data. They will use this to analyze what factors might affect lung volume.</li> </ul> </li> <li>C. Gas exchange <ul style="list-style-type: none"> <li>a. Diagram - students will draw and present a model of gas exchange from bronchus to alveoli.</li> </ul> </li> <li>D. Gas transport in blood - students will imagine that they are an oxygen molecule moving from the atmosphere into a specific human cell. They will create a model explaining how the respiratory and circulatory systems work together in order to maintain homeostasis.</li> </ul>	8	3	<p><b>Academic:</b> HS-LS1-2, HS-LS1-3</p> <p><b>CTE Anchor:</b> 2.3, 2.4, 2.5, 2.7, 4.2, 5.1, 5.4, 5.5, 5.7, 5.9, 6.4, 6.6, 6.10, 7.3, 7.4, 9.3, 9.6, 10.10, 10.11</p> <p><b>CTE Pathway:</b> A6.4, B2.1, B4.4, B7.1</p>
<b>VII.</b>	<b>Immune System</b>	<b>CR</b>	<b>LAB/C C</b>	<b>STANDARDS</b>
	<ul style="list-style-type: none"> <li>A. Nonspecific Immunity <ul style="list-style-type: none"> <li>a. External barriers, phagocytosis, natural killer cells, inflammation, fever <ul style="list-style-type: none"> <li>i. Students will model the path of a pathogen entering the body and the obstacles it would encounter on its way.</li> </ul> </li> </ul> </li> <li>B. Specific Immunity <ul style="list-style-type: none"> <li>a. Lymphocytes, cellular immunity</li> <li>b. Blood work sample patient study - students will be given data of various blood work samples to analyze white blood cell count. They will use this data to argue the overall health of an individual.</li> </ul> </li> <li>C. Viruses and Bacteria <ul style="list-style-type: none"> <li>a. Structure and role of bacteria</li> </ul> </li> </ul>	6	1	<p><b>Academic:</b> HS-LS1-2, HS-LS1-3</p> <p><b>CTE Anchor:</b> 2.3, 2.4, 2.7, 4.2, 4.3, 5.1, 5.4, 5.5, 5.7, 5.9, 6.6, 6.10, 7.3, 7.4, 9.3, 9.6, 10.10, 10.11</p> <p><b>CTE Pathway:</b> A1.1, A1.2, A1.4, A4.6, B2.1, B7.1, B10.4</p>



**Newport-Mesa Unified School District  
Office of Career Technical Education  
Middle School Course of Study**

	<ul style="list-style-type: none"> <li>i. Bacteria inoculation lab - students swab 4 different locations around the school to model the growth of bacteria and identify common patterns.</li> <li>b. Types and structure of viruses <ul style="list-style-type: none"> <li>i. Students research the characteristics of living things to gather evidence on whether viruses should be considered living things</li> </ul> </li> <li>c. Similarities and differences between viruses and bacteria</li> </ul> <p>D. Vaccines and Disease spread</p> <ul style="list-style-type: none"> <li>a. Students will use explorelearning.com to run a simulation on how viruses spread under different conditions. They will analyze data to show what environmental factors can increase or decrease the spread of a virus.</li> <li>b. Students will work in small groups to research topics related to vaccine history, development, and safety.</li> </ul>			
<b>VIII.</b>	<b>Endocrine and Reproductive Systems</b>	<b>CR</b>	<b>LAB/C C</b>	<b>STANDARDS</b>
	<ul style="list-style-type: none"> <li>A. Endocrine system <ul style="list-style-type: none"> <li>a. Hormones, functions, and glands</li> <li>b. Gland Analysis CER - students will work collaboratively to learn about the various functions and locations of endocrine glands within the human body. They will share this information with their peers and write a claim with evidence as to the role of various glands in the body (e.g. What would happen if this gland did not exist?)</li> </ul> </li> <li>B. Male and female reproductive systems <ul style="list-style-type: none"> <li>a. Hormones and organs</li> <li>b. Microscope lab - sperm and egg <ul style="list-style-type: none"> <li>i. Students will use a microscope to identify the differences in sperm and egg cells and how these are examples of complementary structure and function.</li> </ul> </li> <li>c. Pathway of sperm/egg cells - students will draw a model of the pathway of the sex cells through the appropriate organs</li> <li>d. Menstrual cycle - students will analyze graphs of hormone levels associated with the female cycle. They will use the graphs and various models to answer questions about the cycle, using evidence to support their answers.</li> </ul> </li> <li>C. Pregnancy, embryo development, and birth <ul style="list-style-type: none"> <li>a. Embryo development and model - students will design and construct a display showing the tissues of an early embryo and the structures that develop</li> </ul> </li> </ul>	8	2	<p><b>Academic:</b> HS-LS1-1, HS-LS1-2</p> <p><b>CTE Anchor:</b> 2.3, 2.4, 2.5, 2.7, 4.2, 5.1, 5.4, 5.5, 5.7, 5.9, 6.3, 6.6, 6.10, 7.3, 7.4, 9.3, 9.6, 10.10, 10.11</p> <p><b>CTE Pathway:</b> A1.1, B2.1, B2.2, B7.1</p>

**Newport-Mesa Unified School District  
Office of Career Technical Education  
Middle School Course of Study**

	<p>when cells in those tissues undergo differentiation</p> <p>b. Fetus development</p> <p>c. Protection and nourishment - students will analyze a model of a developing fetus using a packing peanut inside an inflated balloon. They will use their observations to answer questions regarding how and why the peanut was protected and how this is similar to an amniotic sac.</p> <p>d. Model of scale - students will use a balance to identify everyday objects with a mass approximately equal to the mass of a fetus during each month of pregnancy.</p>			
<b>IX.</b>	<b>Diseases</b>	<b>CR</b>	<b>LAB/C C</b>	<b>STANDARDS</b>
	<p>A. Student pairs are assigned a body system and must research and present a disease that affects it.</p> <p>a. Students will need to research a disease associated with their assigned body system, then generate a presentation including statistics, causes, symptoms, and treatments. They will also create a PSA themed poster to educate the public about their disease.</p>	7		<p><b>Academic:</b> HS-LS1-2, HS-LS1-3</p> <p><b>CTE Anchor:</b> 2.1, 2.3, 2.4, 2.5, 2.6, 2.7, 3.2, 4.2, 4.3, 4.4, 5.1, 5.4, 5.5, 5.7, 5.9, 6.6, 6.10, 7.2, 7.3, 7.4, 7.5, 8.4, 8.6, 9.2, 9.3, 9.6, 10.10, 10.11, 10.12, 10.13, 10. 14</p> <p><b>CTE Pathway:</b> A5.1, A5.2, B2.1, B2.3, B2.4</p>
<b>X.</b>	<b>Employment Portfolio</b>	<b>CR</b>	<b>LAB/C C</b>	<b>STANDARDS</b>
	<p>A. Students conduct an informational interview with someone who works in the field.</p> <p>a. Flipgrid report and responses</p>	3		<p><b>Academic:</b> HS-LS1-2</p> <p><b>CTE Anchor:</b> 1.0 , 2.1, 2.3, 2.4, 2.5, 2.6, 2.7, 3.1, 3.2, 3.3, 4.5, 5.1, 5.4, 6.6, 7.2, 7.4, 7.5, 8.4, 8.5, 9.1, 9.2, 9.3, 9.6, 10.4, 10.11, 11.5</p> <p><b>CTE Pathway:</b> A1.6, A2.2, B2.1, B12.1, B12.2</p>