

CCHS Anatomy Pacing Guide 2020-2021
(Unit indexes are linked through unit titles.)

Unit	Standards	Time
Unit 1 Intro to Anatomy	<p>SAP1. Obtain, evaluate, and communicate information to analyze anatomical structures of the human body.</p> <p>a. Develop and use models to demonstrate the orientation of structures and regions of the human body.</p> <p>b. Construct an explanation about the relationship between a body structure (i.e., cells, tissues, organs, and organ systems) and its function within the human body.</p>	15 days
Unit 2 Cells & Tissues	<p>SAP1. Obtain, evaluate, and communicate information to analyze anatomical structures of the human body.</p> <p>a. Develop and use models to demonstrate the orientation of structures and regions of the human body.</p> <p>b. Construct an explanation about the relationship between a body structure (i.e., cells, tissues, organs, and organisms)</p>	20 days
Unit 3 Integumentary System	<p>SAP2. Obtain, evaluate, and communicate information to analyze the structure and function of the integumentary, skeletal, and muscular systems.</p> <p>a. Construct an explanation about the relationship between the structures of the integumentary system and their role in protection, eliminating waste products, and regulating body Temperature.</p> <p>d. Ask questions about how the interdependence of the integumentary, skeletal, and muscular systems makes support, protection, and movement possible.</p>	15 days

	<p>(Clarification statement: Questions should address the homeostatic mechanisms, as well as the effects of and responses to aging, diseases, and disorders).</p>	
<p>Unit 4 Skeletal System</p>	<p>SAP2. Obtain, evaluate, and communicate information to analyze the structure and function of the integumentary, skeletal, and muscular systems.</p> <p>b. Develop and use models to relate the structure of the skeletal system to its functional role in movement, protection, and support.</p> <p>d. Ask questions about how the interdependence of the integumentary, skeletal, and muscular systems makes support, protection, and movement possible.</p> <p>(Clarification statement: Questions should address the homeostatic mechanisms, as well as the effects of and responses to aging, diseases, and disorders).</p>	<p>15 days</p>
<p>Unit 5 Muscular System</p>	<p>SAP2. Obtain, evaluate, and communicate information to analyze the structure and function of the integumentary, skeletal, and muscular systems.</p> <p>c. Develop and use models to determine the relationship between structures of the muscular system and their role in movement and support.</p> <p>d. Ask questions about how the interdependence of the integumentary, skeletal, and muscular systems makes support, protection, and movement possible.</p> <p>(Clarification statement: Questions should address the homeostatic mechanisms, as well as the effects of and responses to aging, diseases, and disorders)</p>	<p>15 days</p>

	2nd Semester	
Unit 6 Nervous System & Brain	<p>SAP3. Obtain, evaluate, and communicate information to explain the coordination of information processing in the endocrine and nervous systems</p> <p>a. Ask questions to investigate how the structures of the nervous system support the function of information processing (detection, interpretation, and response).</p> <p>b. Analyze and interpret data to explain how the hormones of the endocrine system regulate physical and chemical processes to maintain a stable internal environment. (<i>Clarification statement:</i> This should include positive and negative feedback mechanisms, e.g. heart rate, blood sugar, childbirth, temperature, growth, etc.)</p> <p>c. Ask questions about how the interdependence of the endocrine and nervous systems makes information processing (detection, interpretation and response) possible. (<i>Clarification statement:</i> Questions should address the homeostatic mechanisms, as well as the effects of and responses to aging, diseases, and disorders).</p>	15 days
Unit 7 The Senses	<p>SAP3. Obtain, evaluate, and communicate information to explain the coordination of information processing in the endocrine and nervous systems.</p> <p>a. Ask questions to investigate how the structures of the nervous system support the function of information processing (detection, interpretation, and response).</p>	15 days
Unit 8 Blood & Cardiovascular	<p>SAP4. Obtain, evaluate, and communicate information to analyze the processing of matter and energy in the</p>	20 days

<p>System</p>	<p>cardiovascular, respiratory, digestive and urinary systems.</p> <p>a. Plan and carry out an investigation to explore the structures and role of the cardiovascular and respiratory systems in obtaining oxygen, transporting nutrients, and removing waste.</p> <p>c. Ask questions about the interdependence of the cardiovascular, respiratory, urinary and digestive systems. (Clarification statement: Questions should address the homeostatic mechanisms, as well as the effects of and responses to aging, diseases, and disorders).</p>	
<p>Unit 9 Respiratory System</p>	<p>SAP4. Obtain, evaluate, and communicate information to analyze the processing of matter and energy in the cardiovascular, respiratory, digestive and urinary systems.</p> <p>a. Plan and carry out an investigation to explore the structures and role of the cardiovascular and respiratory systems in obtaining oxygen, transporting nutrients, and removing waste.</p> <p>c. Ask questions about the interdependence of the cardiovascular, respiratory, urinary and digestive systems. (Clarification statement: Questions should address the homeostatic mechanisms, as well as the effects of and responses to aging, diseases, and disorders).</p>	<p>15 days</p>
<p>Unit 10 Digestive System, Urinary & Endocrine System</p>	<p>SAP4. Obtain, evaluate, and communicate information to analyze the processing of matter and energy in the cardiovascular, respiratory, digestive and urinary systems.</p> <p>b. Develop and use models to explain the relationship between the structure and function of the digestive and urinary systems as they utilize matter to derive energy and eliminate waste.</p> <p>c. Ask questions about the interdependence of the cardiovascular, respiratory, urinary and digestive systems. (<i>Clarification statement:</i> Questions should address the homeostatic mechanisms, as well as the effects of and responses to aging, diseases, and</p>	<p>15 days</p>

	<p>disorders).</p> <p>AP3. Obtain, evaluate, and communicate information to explain the coordination of information processing in the endocrine and nervous systems.</p> <p>b. Analyze and interpret data to explain how the hormones of the endocrine system regulate physical and chemical processes to maintain a stable internal environment. (<i>Clarification statement:</i> This should include positive and negative feedback mechanisms, e.g. heart rate, blood sugar, childbirth, temperature, growth, etc.)</p>	
<p>Unit 11 Reproductive System</p>	<p>SAP5. Obtain, evaluate, and communicate information to analyze the role of the reproductive system as it pertains to the growth and development of humans.</p> <p>a. Ask questions to gather and communicate information about how the structures of the reproductive system allow for production of egg and sperm, fertilization, and the development of offspring. (<i>Clarification statement:</i> Regulation of the functions by hormones should be addressed in this standard.)</p> <p>b. Develop and use models to describe the stages of human embryology and gestation.</p> <p>c. Ask questions about how the reproductive system makes growth and development possible. (<i>Clarification statement:</i> Questions should address the homeostatic mechanisms, as well as the effects of and responses to aging, diseases, and disorders).</p>	<p>10 days</p>