

**Colquitt County High School 2023-24**  
**Science Pacing Guide for Semester Course**  
**Course: Honors Human Anatomy & Physiology**  
**Teacher: Christie Ariail      Grades: 11 - 12**

Quarter	Unit/Topic	Standard(s)	Time / LT
1	1: Intro to A & P	<u>SAP1. Obtain, evaluate, and communicate information to analyze anatomical structures of the human body.</u> a. Develop and use models to demonstrate the orientation of structures and regions of the human body. 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.	1 week  <i>I can describe the organization of the human body.</i>
1	2: Cells & Cell Processes	<u>SAP1. Obtain, evaluate, and communicate information to analyze anatomical structures of the human body.</u> 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.	1 week  <i>I can relate the structure of a cell to its function.</i>
1	3: Tissues	<u>SAP1. Obtain, evaluate, and communicate information to analyze anatomical structures of the human body.</u> 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.	1 week  <i>I can relate the structure of a tissue to its function.</i>
1	4: Integumentary System	<u>SAP2. Obtain, evaluate, and communicate information to analyze the structure and function of the integumentary, skeletal, and muscular systems.</u> 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. d. Ask questions about how the interdependence of the integumentary, skeletal, and muscular systems makes support, protection, and movement possible. (Clarification statement: Questions should address the homeostatic mechanisms, as well as the effects of and responses to aging, diseases, and disorders).	1 week  <i>I can identify the parts of the integumentary system and describe their functions.</i>
1	5: Skeletal System	<u>SAP2. Obtain, evaluate, and communicate information to analyze the structure and function of the integumentary, skeletal, and muscular systems.</u> b. Develop and use models to relate the structure of the skeletal system to its functional role in movement, protection, and support. d. Ask questions about how the interdependence of the integumentary, skeletal, and muscular systems makes support, protection, and movement possible. (Clarification statement: Questions should address the homeostatic mechanisms, as well as the effects of and responses to aging, diseases, and disorders).	2 weeks  <i>I can identify the parts of the skeletal system and describe their functions.</i>

1	6: Muscular System	<p><u>SAP2. Obtain, evaluate, and communicate information to analyze the structure and function of the integumentary, skeletal, and muscular systems.</u></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. (Clarification statement: Questions should address the homeostatic mechanisms, as well as the effects of and responses to aging, diseases, and disorders).</p>	<p>2 weeks</p> <p><i>I can identify the parts of the muscular system and describe their functions.</i></p>
1 & 2	7: Nervous System	<p><u>SAP3. Obtain, evaluate, and communicate information to explain the coordination of information processing in the endocrine and nervous systems.</u></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>c. Ask questions about how the interdependence of the endocrine and nervous systems makes information processing (detection, interpretation and response) possible. (Clarification statement: Questions should address the homeostatic mechanisms, as well as the effects of and responses to aging, diseases, and disorders).</p>	<p>2 weeks</p> <p><i>I can identify the parts of the nervous system and describe their functions.</i></p>
2	8: Endocrine System	<p><u>SAP3. Obtain, evaluate, and communicate information to explain the coordination of information processing in the endocrine and nervous systems.</u></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. (Clarification statement: 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. (Clarification statement: Questions should address the homeostatic mechanisms, as well as the effects of and responses to aging, diseases, and disorders).</p>	<p>1 week</p> <p><i>I can identify the parts of the endocrine system and describe their functions.</i></p>
2	9: Cardiovascular System	<p><u>SAP4. Obtain, evaluate, and communicate information to analyze the processing of matter and energy in the cardiovascular, respiratory, digestive and urinary systems.</u></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>2 weeks</p> <p><i>I can identify the parts of the cardiovascular system and describe their functions.</i></p>
2	10: Respiratory System	<p><u>SAP4. Obtain, evaluate, and communicate information to analyze the processing of matter and energy in the cardiovascular, respiratory, digestive and urinary systems.</u></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>1 week</p> <p><i>I can identify the parts of the respiratory system and describe their functions.</i></p>

2	11: Digestive System	<p><u>SAP4. Obtain, evaluate, and communicate information to analyze the processing of matter and energy in the cardiovascular, respiratory, digestive and urinary systems.</u></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. (Clarification statement: Questions should address the homeostatic mechanisms, as well as the effects of and responses to aging, diseases, and disorders).</p>	<p>1 week</p> <p><i>I can identify the parts of the digestive system and describe their functions.</i></p>
2	12: Urinary System	<p><u>SAP4. Obtain, evaluate, and communicate information to analyze the processing of matter and energy in the cardiovascular, respiratory, digestive and urinary systems.</u></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. (Clarification statement: Questions should address the homeostatic mechanisms, as well as the effects of and responses to aging, diseases, and disorders).</p>	<p>1 week</p> <p><i>I can identify the parts of the urinary system and describe their functions.</i></p>
2	13: Reproductive System	<p><u>SAP5. Obtain, evaluate, and communicate information to analyze the role of the reproductive system as it pertains to the growth and development of humans.</u></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. (Clarification statement: 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. (Clarification statement: Questions should address the homeostatic mechanisms, as well as the effects of and responses to aging, diseases, and disorders).</p>	<p>1 week</p> <p><i>I can identify the parts of the reproductive systems and describe their functions.</i></p>