



**YOUNGSTOWN CITY SCHOOLS CURRICULUM MAP: ANATOMY**

<b>Unit Title: UNIT # 1 Overview</b>			<b>Timeframe: Quarter 1 weeks 3</b>	
<b>Cluster of Standards</b>	<b>Literacy Standards</b>	<b>Math Applications</b>	<b>Labs/Investigation</b>	<b>Resources</b>
(example: cranial) <b>G. Three different body planes</b> 1. Frontal / coronal 2. Median / midsagittal 3. Transverse <b>H. Necessary life functions</b> 1. Maintaining homeostasis 2. Movement 3. Responsiveness 4. Digestion 5. Metabolism 6. Excretion 7. Reproduction 8. Growth <b>I. Homeostasis</b> 1. Negative feedback mechanism 2. Positive feedback mechanism				

## YOUNGSTOWN CITY SCHOOLS CURRICULUM MAP: ANATOMY

Unit Title: UNIT # 2 Cells and Body Tissue			Timeframe: Quarter 1 weeks 3	
Cluster of Standards	Literacy Standards	Math Applications	Labs/Investigation	Resources
<p><b>II. CELLS AND BODY TISSUE</b></p> <p><b>A. Tissues are a group of similar cells performing the same function</b></p> <p><b>B. The structure, function, location of various types of tissues</b></p> <ol style="list-style-type: none"> <li>1. epithelial</li> <li>2. connective</li> <li>3. muscle</li> <li>4. nervous tissue</li> </ol> <p><b>C. Cells carry out all the chemical activities needed to sustain life</b></p> <p><b>D. The 4 major elements that make up living matter and several trace elements</b></p> <p><b>E. The major components of the cell</b></p> <ol style="list-style-type: none"> <li>1. structure</li> <li>2. functions</li> </ol> <p><b>F. Transport across a membrane</b></p> <ol style="list-style-type: none"> <li>1. active</li> <li>2. passive</li> </ol> <p><b>G. Process of DNA replication and mitosis</b></p> <p><b>H. The role of RNA in protein synthesis</b></p> <p><b>I. The 4 major types of tissue</b></p> <ol style="list-style-type: none"> <li>1. form is related to function</li> <li>2. diseases and cancer</li> </ol> <p><b>J. Tissue slides using a microscope</b></p> <ol style="list-style-type: none"> <li>1. prepared tissue slides</li> <li>2. living tissue slides</li> </ol> <p><b>K. The process of tissue repair (wound healing)</b></p>	<p>Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. <b>RST –9</b></p> <p>Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. <b>WHST –8</b></p> <p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or <i>technical processes</i>.</p> <ol style="list-style-type: none"> <li>a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</li> <li>b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</li> <li>c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</li> <li>d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.</li> <li>e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic). <b>WHST-2</b></li> </ol>	<p>% of each element needed to sustain life.</p> <p>The mathematical calculations for cell division in both mitotic and meiotic cells.</p>	<p>Report on "The Cell" compare cell and all organelles to topic of choice using knowledge to compare individual structures because of function.</p> <p>Microscope activity Analyze prepared slides</p> <p>The students will prepare living tissues for observation.</p>	<p>Internet access for report.</p> <p>Prepared human tissue slides Slides and cover slips for fresh tissue</p> <p>Microscopes</p>

## YOUNGSTOWN CITY SCHOOLS CURRICULUM MAP: ANATOMY

Unit Title: UNIT # 3: The Skeletal System		Timeframe: Quarter 1 weeks 3		
Cluster of Standards	Literacy Standards	Math Applications	Labs/Investigation	Resources
<p><b>III. SKELETAL SYSTEM</b></p> <p><b>A. Compare and contrast the difference between the axial and appendicular skeletons.</b></p> <p><b>B. Analyze 4 functions of the skeleton and the 4 major kinds of bones.</b></p> <ol style="list-style-type: none"> <li>1. support, storage, protection, and blood formation</li> <li>2. compact, short, long, irregular</li> </ol> <p><b>C. Evaluate and describe various types of fractures.</b></p> <ol style="list-style-type: none"> <li>1. Comminuted</li> <li>2. Compression</li> <li>3. Depression</li> <li>4. Impacted</li> <li>5. Spiral</li> <li>6. Greenstick</li> </ol> <p><b>D. Analyze and demonstrate the location of the major bones on a skeleton including shoulder, pelvis, and limb regions.</b></p> <p><b>E. Evaluate the bone formation in the fetus and throughout life.</b></p> <p><b>F. Compare and Contrast the bones of the skull.</b></p> <p><b>G. Describe, compare and evaluate the bone formation in the fetus and throughout life.</b></p> <p><b>H. Compare and contrast the parts of the vertebra</b></p> <ol style="list-style-type: none"> <li>1. cervical</li> <li>2. thoracic</li> <li>3. lumbar</li> <li>4. sacrum</li> <li>5. coccyx</li> </ol> <p><b>I. Demonstrate and analyze the difference in the male and</b></p>	<p>Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas. <b>RST – 5</b></p> <p>Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. <b>WHST – 6</b></p>		<p>Human skeleton with bone locations and explanations</p> <p>Journey Through the Body</p> <p>@ the Clinic</p>	

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Unit Title: UNIT # 3: The Skeletal System			Timeframe: Quarter 1 weeks 3	
Cluster of Standards	Literacy Standards	Math Applications	Labs/Investigation	Resources
female pelvis.				

## YOUNGSTOWN CITY SCHOOLS CURRICULUM MAP: ANATOMY

Unit Title: UNIT # 4: Skin and Membranes			Timeframe: Quarter 2 weeks 3	
Cluster of Standards	Literacy Standards	Math Applications	Labs/Investigation	Resources
<b>IV. SKIN (INTEGUMENTARY) AND MEMBRANES</b> <b>A. Evaluate the 3 types of epidermis tissue and identify the where it is found in the body and the function of each.</b> <ol style="list-style-type: none"> <li>1. epidermis</li> <li>2. dermis</li> <li>3. hypodermis</li> </ol> <b>B. Compare and describe the composition and function(s) of each type of dermis layer.</b> <b>C. Analyze the functions of the skin and explain their importance.</b> <ol style="list-style-type: none"> <li>1. protection</li> </ol>	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. <b>RST-8</b>		Dissection of a specimen to remove skin and examine underlying muscle layer  Journey Through the body  @ the Clinic	Video Lesson on diffusion and osmosis

**YOUNGSTOWN CITY SCHOOLS CURRICULUM MAP: ANATOMY**

**Unit Title: UNIT # 4: Skin and Membranes** **Timeframe: Quarter 2 weeks 3**

Cluster of Standards	Literacy Standards	Math Applications	Labs/Investigation	Resources
<p>2. insulation                      3. cushions                      4. regulate heat loss                      5. excretion                          * osmosis                          * diffusion                      6. manufacture proteins                      7. nerve receptors</p> <p><b>D. Compare/contrast the three types of burns and the importance of the, “rules of nine.”</b></p> <p><b>E. Evaluate and compare the appendages of the skin.</b></p> <p>1. Cutaneous glands                      2. sebaceous glands                      3. Sudoriferous glands                      4. apocrine gland                      5. hair                      6. nails</p> <p><b>F. Analyze and evaluate the major types of skin cancer and differentiate among each.</b></p> <p>1. basal cell                      2. squamous cell                      3. malignant melanoma                      4. ABCD rule</p> <p><b>G. Synthesize and describe how the skin is attached to the body and the effects of aging on the integumentary system.</b></p> <p><b>H. Demonstrate how the rat is skinned and prepared for the use with the muscles for the following chapters.</b></p>				

## YOUNGSTOWN CITY SCHOOLS CURRICULUM MAP: ANATOMY

Unit Title: UNIT # 5 Muscular System			Timeframe: Quarter 2 weeks 3	
Cluster of Standards	Literacy Standards	Math Applications	Labs/Investigation	Resources
<p><b>V. MUSCULAR SYSTEM</b></p> <p><b>A. Analyze the 3 types of muscle tissue and identify where it is found in the body and the function of each.</b></p> <ol style="list-style-type: none"> <li>1. skeletal</li> <li>2. smooth</li> <li>3. cardiac</li> </ol> <p><b>B. Compare and contrast the composition and function(s) of each type of muscle tissue.</b></p> <p><b>C. Compare and contrast the microscopic structure of the skeletal, smooth, and cardiac muscles.</b></p> <p><b>D. Evaluate the events in a muscle cell contraction.</b></p> <ol style="list-style-type: none"> <li>1. action potential</li> <li>2. the sliding filament theory</li> </ol> <p><b>E. Analyze and identify the major skeletal muscles of the human body, identify their location, and state the action of each.</b></p> <p><b>F. Synthesize and describe</b> how energy is generated during muscle activity.</p> <ol style="list-style-type: none"> <li>1. direct phosphorylation</li> <li>2. anaerobic respiration</li> <li>3. aerobic respiration</li> </ol> <p><b>G. Analyze oxygen debt and explain how muscle fatigue can be reduced.</b></p> <p><b>H. Demonstrate and describe how the muscles move the human body and different types of movements.</b></p> <ol style="list-style-type: none"> <li>1. Flexion</li> <li>2. Extension</li> <li>3. rotation</li> <li>4. abduction</li> <li>5. adduction</li> <li>6. circumduction</li> <li>7. special movements</li> </ol>	<p>Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved. <b>RST – 6</b></p> <p>Draw evidence from informational texts to support analysis, reflection, and research. <b>WHST – 9</b></p>		<p>Lab activity using models of the human muscular system with explanations</p> <p>Movement activities with explanations as to how each movement is performed and the muscles involved for a specific position</p> <p>Students use dissected specimen to locate 20 muscles</p> <p>Journey Through the Body</p> <p>@the Clinic</p> <p>Microscopic activity Analyzing prepared slides of three types of muscle tissue.</p> <p>Dissection of the specimen used from unit 5 (skinned) Practical Exam on the surface muscles</p>	<p>Video lesson pertaining to: ATP, glycolysis, oxidative phosphorylation, sodium potassium pump, myosin and actin, anatomy of a muscle cell</p>

**YOUNGSTOWN CITY SCHOOLS CURRICULUM MAP: ANATOMY**

Unit Title: UNIT # 5 Muscular System			Timeframe: Quarter 2 weeks 3	
Cluster of Standards	Literacy Standards	Math Applications	Labs/Investigation	Resources
<p><b>I. Evaluate the criteria used for naming muscles.</b></p> <ol style="list-style-type: none"> <li>1. direction of fiber</li> <li>2. size</li> <li>3. location</li> <li>4. number of origins</li> <li>5. location of origins and insertion</li> <li>6. shape</li> <li>7. action</li> </ol> <p><b>J. Analyze and synthesize several reasons why exercise is important in keeping muscles healthy.</b></p>				

## YOUNGSTOWN CITY SCHOOLS CURRICULUM MAP: ANATOMY

Unit Title: UNIT # 6 Cardiovascular System			Timeframe: Quarter 2 weeks 3	
Cluster of Standards	Literacy Standards	Math Applications	Labs/Investigation	Resources
<p><b>VI. CARDIOVASCULAR SYSTEM</b></p> <p><b>A. Evaluate and analyze how the heart pumps blood.</b></p> <p><b>B. Analyze how the blood vessels provide blood and oxygen to all the tissues of the body while removing carbon dioxide.</b></p> <p><b>C. Demonstrate and describe the pathways of blood flow in the heart and body.</b></p> <p><b>D. Compare and contrast the major arteries and veins of the body and their locations.</b></p> <p><b>E. Analyze and apply to real life blood pressure and pulse and name several pulse points.</b></p> <p><b>F. Evaluate the functional blood supply of the heart.</b></p> <p><b>G. Compare and contrast systole, diastole, stroke volume, and cardiac cycle.</b></p> <p><b>H. Compare and contrast the structure and functions of the blood vessels.</b></p> <p><b>I. Analyze the gas exchanges in the capillary walls.</b></p> <p><b>J. Describe the development of the cardiovascular system.</b></p> <p><b>K. Demonstrate and apply how regular exercise and healthy diet can help maintain a cardiovascular health</b></p>	<p>Grade 11 &amp; 12</p> <p>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 <b>RST - 7</b></p> <p>Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. <b>WHST – 7</b></p>	<p>Calculate amount of blood in the adult human body, the amount of blood vessels, and the pressure within each type of vessel.</p> <p>Pulse rate</p> <p>Blood pressure</p> <p>Charts and graphs</p>	<p>Exercise activities with pulse and blood pressure taking between each activity. Graph and charts required in results for each activity</p> <p>Dissection of the Heart; in pericardium if possible (Sheep of Pig)</p>	<p>Blood pressure cuffs and stethoscopes.</p> <p>Heart specimens</p> <p>Dissection Equipment</p> <p>Lab Manual or Handouts if needed</p> <p>Model of heart</p> <p>Coloring book worksheets for anatomy</p>

## YOUNGSTOWN CITY SCHOOLS CURRICULUM MAP: ANATOMY

Unit Title: UNIT # 7 Respiratory System			Timeframe: Quarter 3 weeks 3	
Cluster of Standards	Literacy Standards	Math Applications	Labs/Investigation	Resources
<p><b>VII. RESPIRATORY SYSTEM</b></p> <p><b>A. Analyze the organs of the respiratory system and identify the function of each.</b></p> <p><b>B. Evaluate several protective mechanisms of the respiratory system.</b></p> <p><b>C. Analyze the structure and functions of the lungs.</b></p> <p><b>D. Demonstrate and evaluate how the respiratory muscles cause volume changes that cause breathing.</b></p> <p><b>E. Analyze the process of gas exchanges in the lungs and tissue.</b></p> <p><b>F. Compare and contrast how oxygen and carbon dioxide are transported in the blood stream.</b></p> <p><b>G. Analyze the areas of the brain involved in control of respiration.</b></p> <p><b>H. Compare and contrast several physical factors that influence the respiratory rate.</b></p> <p><b>I. Evaluate the gas exchanges in the capillary walls.</b></p> <p><b>J. Demonstrate why it is not possible to stop breathing voluntarily.</b></p> <p><b>K. Analyze the relative importance of oxygen and carbon dioxide in modifying the rate and depth of breathing.</b></p>	<p>Grade 11 &amp; 12</p> <p>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 <i>grades 11–12 texts and topics</i> <b>RST - 4</b></p> <p>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience <b>WHST - 5</b></p>	<p>Volume calculations for lungs and respiratory system.</p> <p>Determine increases in breathing rates as related to physical activity.</p>	<p>Dissection of the respiratory system (example: frog, cat, pig, rat)</p> <p>Practical Exam on specimen</p> <p>Spirometer Demonstration</p>	<p>Dissection specimen</p> <p>Dissection equipment</p> <p>Spirometer</p> <p>Model of human respiratory system (Torso)</p> <p>Coloring book worksheets for anatomy</p>

## YOUNGSTOWN CITY SCHOOLS CURRICULUM MAP: ANATOMY

Unit Title: UNIT # 8 Digestive System		Timeframe: Quarter 3 weeks 3		
Cluster of Standards	Literacy Standards	Math Applications	Labs/Investigation	Resources
<p><b>VIII. DIGESTIVE SYSTEM</b></p> <p><b>A. Analyze the organs of the digestive system and identify the function of each.</b></p> <p><b>B. Evaluate the composition and function(s) of saliva.</b></p> <p><b>C. Compare and contrast the structure and functions of glands and hormones in the process of digestion.</b></p> <p><b>D. Evaluate the anatomy of the teeth and how they play a role in digestion</b></p> <p><b>E. Analyze the major enzymes or enzyme groups involved in food digestion.</b></p> <p><b>F. Contrast and compare how food particles are broken down enough to be transported and used by the blood stream.</b></p> <p><b>G. Evaluate and give examples of the end products of protein, fat, and carbohydrate digestion.</b></p>	<p>Grade 11 &amp; 12</p> <p>Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms <b>RST- 2</b></p>	<p>Calculations of length of digestive system</p> <p>Calculate the time for food to move thorough each organ of the digestive system</p> <p>Calculate the number of kilocalories of various foods</p>	<p>Dissection of a whole specimen to identify and study the digestive system</p> <p>Analyze daily diet and calculate amounts of fat, protein, and carbohydrates in diet</p>	<p>Text book</p> <p>Dissection lab book</p> <p>Labels from food consumed</p>

## YOUNGSTOWN CITY SCHOOLS CURRICULUM MAP: ANATOMY

Unit Title: UNIT # 9 Nervous System			Timeframe: Quarter 3 weeks 4	
Cluster of Standards	Literacy Standards	Math Applications	Labs/Investigation	Resources
<p><b>IX. NERVOUS SYSTEM</b></p> <p><b>A. Analyze the general functions of the nervous system.</b></p> <p><b>B. Evaluate the structural and functional classification of the nervous system.</b></p> <p><b>C. Compare and contrast the central nervous system and the peripheral nervous system and list the major parts of each.</b></p> <p><b>D. Analyze the events involved in a nerve impulse and its conduction from one neuron to another.</b></p> <p><b>E. Analyze the general structure of a neuron and name its important anatomical regions.</b></p> <p><b>F. Demonstrate a reflex arc and create its elements.</b></p> <p><b>G. Analyze the structures of the brain and relate to their function.</b></p> <p><b>H. Evaluate several factors that may have harmful effects on the brain development.</b></p> <p><b>I. Compare and contrast the major brain dysfunctions.</b></p> <p><b>J. Analyze the cranial and spinal nerves and relate to their functions.</b></p>	<p>Grade 11 – 12</p> <p>Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text <b>RST – 3</b></p> <p>Draw evidence from informational texts to support analysis, reflection, and research <b>WHST- 9</b></p>	<p>Graphing all results from the reflex activities</p>	<p>Lab activity for several stimulations and recording how the body responds (reflex arc)</p> <p>Dissection of the Brain (example: sheep, cat)</p> <p>Dissection of the central nervous system (example: fetal pig or cat)</p>	<p>Lab equipment depends what activities chosen (example: shine flash light into eye)</p> <p>Dissection specimen (example: sheep brain in cranial case)</p> <p>Dissection Specimen (fetal pig or cat)</p> <p>Dissection equipment</p>

## YOUNGSTOWN CITY SCHOOLS CURRICULUM MAP: ANATOMY

Unit Title: UNIT # 10 Special Senses			Timeframe: Quarter 4 weeks 3	
Cluster of Standards	Literacy Standards	Math Applications	Labs/Investigation	Resources
<p><b>X. SPECIAL SENSES</b></p> <p><b>A. Analyze the organs associated with 5 senses and their general functions.</b></p> <p><b>B. Evaluate the structural and functional classification of each of the special sense.</b></p> <p><b>C. Evaluate the events involved in a nerve impulse for the eye, ear, nose, tongue.</b></p> <p><b>D. Compare and contrast several factors that may have harmful effects on the five senses.</b></p>	<p>Grade 11 &amp; 12</p> <p>By the end of grade 12, read and comprehend science/technical texts in the grades 11–CCR text complexity band independently and proficiently. <b>RST - 10</b></p> <p>Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. <b>WHST - 10</b></p>	<p>Graphing results of balance and hearing lab</p>	<p>Dissection of the Eye (example: cow eye with muscles, or sheep eye)</p> <p>Blind folded taste test</p> <p>Balance and hearing activity</p>	<p>Dissection Specimen (eye)</p> <p>Models of eye, ear, nose, and tongue or full head model</p> <p>Coloring book worksheets for anatomy</p>

## YOUNGSTOWN CITY SCHOOLS CURRICULUM MAP: ANATOMY

Unit Title: UNIT # 11 Reproductive System			Timeframe: Quarter 4 weeks 4	
Cluster of Standards	Literacy Standards	Math Applications	Labs/Investigation	Resources
<p><b>X1. REPRODUCTIVE SYSTEM</b></p> <p><b>A. Compare and contrast the 2 types of human reproductive system, male and female, and identify the where the organs are found in the body and the function of each.</b></p> <p><b>B. Analyze the composition and function(s) of each type of reproductive cell.</b></p> <p><b>C. Evaluate the male duct system.</b></p> <p><b>D. Evaluate the female duct system.</b></p> <p><b>E. Analyze the major components of the menstrual cycle and mammary glands.</b></p> <p><b>F. Demonstrate and analyze how the embryo develops.</b></p> <p><b>G. Compare and contrast the stages of pregnancy.</b></p> <p><b>H. Analyze the secondary sex characteristics caused by hormone production in both the male and female reproductive systems.</b></p>	<p>Grade 11 &amp; 12</p> <p>Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas. <b>RST- 5</b></p>		<p>Demonstration dissection of the pig uterus</p>	<p>Text book</p>

## YOUNGSTOWN CITY SCHOOLS CURRICULUM MAP: ANATOMY

Unit Title: UNIT # 12 Endocrine/Lymphatic Systems			Timeframe: Quarter 4 weeks 2	
Cluster of Standards	Literacy Standards	Math Applications	Labs/Investigation	Resources
<p><b>XII. ENDOCRINE / LYMPHATIC SYSTEMS</b></p> <p><b>A. Analyze the organs of the lymphatic and endocrine system and identify the function of each.</b></p> <p><b>B. Evaluate the composition and function(s) of the hormones of the endocrine system and evaluate their effects on the human body.</b></p> <p><b>C. Analyze several ways in which hormones promote body homeostasis and justify with examples of hormonal actions.</b></p> <p><b>D. Compare and contrast the structures and functions of the endocrine and the lymphatic systems.</b></p> <p><b>E. Evaluate and analyze the fluid of the lymphatic system and explain its importance to the human immune system.</b></p> <p><b>F. Contrast and compare how antibodies act against antigens.</b></p> <p><b>G. Analyze and describe the effects of aging on both the endocrine and the lymphatic systems.</b></p>	<p>Grade 11 &amp; 12</p> <p>Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms <b>RST- 2</b></p>	<p>Calculate the time for hormones to move thorough each organ of the endocrine system</p>	<p>Dissection of a whole specimen to identify and study the endocrine and lymphatic systems</p> <p>Analyze daily diet and calculate amounts of hormones</p>	<p>Text book</p> <p>Dissection lab book</p> <p>Labels from food consumed</p>