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# CW High School

## Anatomy and Physiology B

### 1. Skeletal System (16.67%)

#### Learning Targets

##### 1.1 I can create a model featuring the major bones of the axial and appendicular skeletons.

Learning Target	Descriptor	Definition
4	Proficient	I can create a model featuring the major bones of the axial and appendicular skeletons.
3	Developing	I can diagram the microscopic structure of a long bone, and list the functions of these parts (both compact and spongy bone).
2	Basic	I can identify and recall the major bones of the axial and appendicular skeletons.
1	Minimal	I can describe the major functions of bones and joints.
0	No Evidence	No evidence shown.

##### 1.2 I can conclude how osteoclasts and osteoblasts remodel bone and the factors that affect bone development, growth, and repair.

Learning Target	Descriptor	Definition
4	Proficient	I can conclude how osteoclasts and osteoblasts remodel bone and the factors that affect bone development, growth, and repair.
3	Developing	I can distinguish between intramembranous and endochondral bones, and explain how such bones develop and grow.
2	Basic	I can describe the major functions of bones.
1	Minimal	I can define terminology associated with bone development, growth, and function.
0	No Evidence	No evidence shown.



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## Anatomy and Physiology B

### 2. Muscular System (16.67%)

#### Learning Targets

2.1 I can model the major parts of a skeletal muscle fiber and use it to describe the function of the parts and the events of contraction.

Learning Target	Descriptor	Definition
4	Proficient	I can model the major parts of a skeletal muscle fiber and use it to describe the function of the parts and the events of contraction.
3	Developing	I can plan a model of the parts of a skeletal muscle fiber
2	Basic	I can identify and describe the major events of skeletal muscle fiber contraction (sliding filament model).
1	Minimal	I can define terminology associated with skeletal muscle fibers and the functions of each.
0	No Evidence	No evidence shown.

2.2 I can reconstruct how the attachments, locations, and interactions of skeletal muscles make possible certain movements.

Learning Target	Descriptor	Definition
4	Proficient	I can reconstruct how the attachments, locations, and interactions of skeletal muscles make possible certain movements.
3	Developing	I can locate muscles responsible for specific movements.
2	Basic	I can explain skeletal muscle action using appropriate terminology.
1	Minimal	I can define terminology associated with skeletal muscle interaction and location.
0	No Evidence	No evidence shown.

### 3. Digestive System (16.67%)

#### Learning Targets

3.1 I can analyze how food is digested and relate specific enzymes to the break down of macromolecules.

Learning Target	Descriptor	Definition
4	Proficient	I can analyze how food is digested and relate specific enzymes to the break down of macromolecules.
3	Developing	I can determine the function of each enzyme secreted by the digestive organs.
2	Basic	I can discuss the functions of the structures of the mouth.
1	Minimal	I can describe the major organs and general functions of the digestive system.
0	No Evidence	No evidence shown.



# CW High School

## Anatomy and Physiology B

### 4. Respiratory System (16.67%)

#### Learning Targets

#### 4.1 I can model and explain the function of the respiratory system.

Learning Target	Descriptor	Definition
4	Proficient	I can model and explain the function of the respiratory system.
3	Developing	I can explain the mechanisms of inspiration and expiration.
2	Basic	I can examine how air and blood exchange gases.
1	Minimal	I can identify the general functions and organs of the respiratory system.
0	No Evidence	No evidence shown.

### 5. Cardiovascular System (16.65%)

#### Learning Targets

#### 5.1 I can determine how ABO and Rh blood typing occurs.

Learning Target	Descriptor	Definition
4	Proficient	I can determine how ABO and Rh blood typing occurs.
3	Developing	I can outline the steps involved in hemostasis.
2	Basic	I can organize general appearance and functions of specialized blood cells.
1	Minimal	I can describe the general characteristics of blood and discuss its major functions.
0	No Evidence	No evidence shown.

#### 5.2 I can sequence the flow of blood through the systemic and pulmonary circuit.

Learning Target	Descriptor	Definition
4	Proficient	I can sequence the flow of blood through the systemic and pulmonary circuit.
3	Developing	I can determine how blood flows through the heart.
2	Basic	I can match heart structures with appropriate locations and functions.
1	Minimal	I can identify the structures of the heart.
0	No Evidence	No evidence shown.



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## Anatomy and Physiology B

### 6. Portfolio (16.67%)

#### Learning Targets

6.1 I can create a portfolio that demonstrates in-depth understanding and mastery through artifacts and reflection from each unit of study in Anatomy & Physiology.

Learning Target	Descriptor	Definition
4	Proficient	I can create a portfolio that demonstrates in-depth understanding and mastery through artifacts and reflection from each unit of study in Anatomy & Physiology.
3	Developing	I can show understanding of the foundational material through artifacts and reflection from each unit of study in Anatomy & Physiology.
2	Basic	I can show partial evidence of understanding through artifacts and reflection from each unit of study in Anatomy & Physiology.
1	Minimal	I can demonstrate minimal evidence of understanding through artifacts from each unit of study in Anatomy & Physiology.
0	No Evidence	No evidence shown.

6.2 I can analyze literature that supports unit learning in the Anatomy & Physiology classroom.

Learning Target	Descriptor	Definition
4	Proficient	I can analyze literature that supports unit learning in the Anatomy & Physiology classroom.
3	Developing	I can relate themes in literature to unit themes in the Anatomy and Physiology classroom.
2	Basic	I can discuss literature that supports unit learning in the Anatomy & Physiology classroom.
1	Minimal	I can read literature that supports unit learning in the Anatomy & Physiology classroom.
0	No Evidence	No evidence shown.

Submitted on 2/17/2020 by Sara Gregorich