



# PISCATAWAY TOWNSHIP SCHOOLS

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**Content Area:** Human Anatomy and Physiology I for  
Health Science Careers

**Grade Span:** 11-12

**Revised by:** Jessica Pritchard

**Presented by:** Jessica Pritchard

**Approval date:** August 2022

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## COURSE OVERVIEW

### Description

Anatomy and Physiology I for Health Science Careers is a 5-credit course that has been developed in partnership with Rutgers School of Health Professions. Upon completion of all requirements set forth by Rutgers University, students will be eligible to earn 4 College Credits from Rutgers University. This course focuses on structures and functions of the human body. Sequential development of major body systems is followed in an organized and structured curriculum. The course is designed to give students a selective overview of human anatomical structure and an analysis of human physiological principles. Labs include slide work, dissection of various animals and studies of the human skeleton. Computer simulated dissections are also incorporated.

### Goals

The goals of this course are for students to understand that within the human body structure is always related to function. This course will guide students to utilize the language of anatomy to describe levels of structural organization and apply basic concepts of chemistry and biochemistry. Students will identify and explain the structure and function of major body systems and explain their interrelationships with one another in maintaining homeostasis; students will be able to identify and locate gross anatomical structures of the human anatomy. This course aims to prepare students for future courses in science at the college level and to provide a strong understanding of the human body for students in pursuit of a career in the healthcare field. Students considering a career in nursing, medicine, teaching, public health, dentistry, or veterinary medicine will enjoy this course.

### Scope and Sequence

Unit	Topic	Length
1	Introduction to Anatomy and Physiology	6 days
2	Chemistry of Life & Cell Structure and Function	12 days
3	Body Tissues and Membranes & Integumentary System	12 days
4	Skeletal System & Muscular System	24 days
5	Nervous System & The Senses	24 days

## UNIT 1: Introduction to Anatomy and Physiology

<b>Summary and Rationale</b>	
<p>There are basic themes that run throughout the course of Human Anatomy and Physiology. This unit serves to introduce students to the basic functions of living organisms, reviews the concept of homeostasis and introduces positive and negative feedback systems in response to homeostatic regulation. Also included in this unit are the anatomical terms to describe body sections, body regions, and relative positions. These terms will serve as the student's core of understanding and will be extremely important to the study of human anatomy and physiology.</p>	
<b>Recommended Pacing</b>	
6 days	
<b>State Standards</b>	
<p><b>HS-LS1-3</b> Feedback mechanisms maintain a living system's internal conditions within certain limits and mediate behaviors, allowing it to remain alive and functional even as external conditions change within some range. Feedback mechanisms can encourage (through positive feedback) or discourage (negative feedback) what is going on inside the living system.</p>	
Clarification Statement	Examples of investigations could include heart rate response to exercise, stomate response to moisture and temperature, and root development in response to water levels.
Assessment Boundary	Assessment does not include the cellular processes involved in the feedback mechanism.
<b>Instructional Focus</b>	
<b>Unit Enduring Understandings (Cross Cutting Concepts)</b>	
<ul style="list-style-type: none"> <li>● Scientific investigation requires selection of suitable technology and use of appropriate methods based on intended purpose to collect, analyze, and interpret data to test prediction/hypotheses and diagnose disease.</li> <li>● Organisms are composed of complex biochemical systems that are designed to maintain homeostasis.</li> <li>● Survival of organisms is dependent on the relationship between structure and function.</li> <li>● Relationships exist between the structure of matter and its chemical and physical properties.</li> <li>● Organisms evolve towards increasing complexity and this evolution is driven by genetic recombination, mutation, and environmental conditions.</li> </ul>	
<b>Unit Essential Questions</b>	
<ul style="list-style-type: none"> <li>● How is the human body organized, and how do we study it?</li> <li>● How does the body regulate and communicate with itself?</li> <li>● How does structure relate to its function?</li> </ul>	
<b>Objectives</b>	
<p><b>Students will know &amp; be able to:</b></p> <ul style="list-style-type: none"> <li>● Define anatomy and physiology and explain how they are related</li> <li>● List and describe the major characteristics of life and requirements of organisms</li> <li>● Define homeostasis and explain its importance to survival</li> <li>● Describe a homeostatic mechanism</li> <li>● Explain the biological levels of organization</li> <li>● Describe the location of the major body cavities and list the organs located in each</li> <li>● Name the membranes associated with the thoracic and abdominopelvic cavities</li> <li>● Name the major organ systems and list the organs associated with each</li> <li>● Describe the general functions of each organ system</li> <li>● Properly use the anatomical terms that describe relative positions, body sections and body regions</li> <li>● Discuss applications of the study of anatomy and physiology in the medical and applied sciences through research of careers.</li> <li>● Recognize prefixes, suffixes and root words in medical terms.</li> </ul>	

- Divide medical words into component parts.
- Identify prefixes of position and color.
- Identify prefixes of number, measurement and direction.
- Demonstrate understanding of the rules for using word parts by forming medical words.
- Build medical words for surgical, diagnostic and symptomatic conditions.
- Write the meaning of the word parts and use them to build and analyze words.
- Describe several medical specialties and name their associated specialists.
- Define terms pertaining to sciences of the human body.
- Accurately spell medical terms.
- Correctly pronounce medical terms.
- Identify abbreviations of medical terms.

## UNIT 2: Chemistry of Life & Cell Structure and Function

<b>Summary and Rationale</b>	
<p>At the cellular level of organization, chemistry, in a sense, becomes biology. A cell’s working parts-it’s organelles are intrinsically assemblies of macromolecules. Because the macromolecules that build the cell that build the tissues and organs are themselves composed of atoms , the study of anatomy and physiology begins with chemistry. Just as bricks and timbers are the structural units of the house, cells are the structural units of all living things from one celled “generalists” like amoeba to complex cellular organisms such as humans. The human body has 50 to 100 trillion of these tiny little building blocks. This chapter focuses on structures and functions shared by all cells.</p>	
<b>Recommended Pacing</b>	
12 days	
<b>State Standards</b>	
<p><b>HS-LS1-6</b> Molecules contain carbon, hydrogen, and oxygen: their hydrocarbon backbones are used to make amino acids and other carbon-based molecules that can be assembled into larger molecules (such as proteins or DNA), used for example to form new cells.</p>	
<b>Clarification Statement</b>	Emphasis is on using evidence from models and simulations to support explanations.
<b>Assessment Boundary</b>	Assessment does not include the details of the specific chemical reactions or identification of macromolecules.
<p><b>HS-LS1-2</b> Multicellular organisms have a hierarchical structural organization, in which any one system is made up of numerous parts and is itself a component of the next level.</p>	
<b>Clarification Statement</b>	Emphasis is on functions at the organism system level such as nutrient uptake, water delivery, and organism movement in response to neural stimuli. An example of an interacting system could be an artery depending on the proper function of elastic tissue and smooth muscle to regulate and deliver the proper amount of blood within the circulatory system.
<b>Assessment Boundary</b>	Assessment does not include interactions and functions at the molecular or chemical reaction level.
<p><b>HS-LS1-3</b> Feedback mechanisms maintain a living system’s internal conditions within certain limits and mediate behaviors, allowing it to remain alive and functional even as external conditions change within some range. Feedback mechanisms can encourage (through positive feedback) or discourage (negative feedback) what is going on inside the living system.</p>	
<b>Clarification Statement</b>	Examples of investigations could include heart rate response to exercise, stomate response to moisture and temperature, and root development in response to water levels.
<b>Assessment Boundary</b>	Assessment does not include the cellular processes involved in the feedback mechanism.
<p><b>HS-LS1-7.</b> Cellular respiration is a chemical process in which the bonds of food molecules and oxygen molecules are broken and new compounds are formed that can transport energy to muscles. Cellular respiration also releases the energy needed to maintain body temperature despite ongoing energy transfer to the surrounding environment.</p>	
<b>Clarification Statement</b>	Emphasis is on the conceptual understanding of the inputs and outputs of the process of cellular respiration.
<b>Assessment Boundary</b>	Assessment should not include identification of the steps or specific processes involved in cellular respiration.
<p><b>HS-LS3-1.</b> All cells contain genetic information in the form of DNA molecules. Genes are regions in the DNA that contain the instructions that code for the formation of proteins that carry out most of the work of cells.</p>	

<b>Assessment Boundary</b>	Assessment does not include the phases of meiosis or the biochemical mechanism of specific steps in the process.
<b>HS-LS3-2.</b> Inheritable genetic variations may result from: (1) new genetic combinations through meiosis, (2) viable errors occurring during replication, and/or (3) mutations caused by environmental factors.	
<b>Clarification Statement</b>	Emphasis is on using data to support arguments for the way variation occurs.
<b>Assessment Boundary</b>	Assessment does not include the phases of meiosis or the biochemical mechanism of specific steps in the process.

## Instructional Focus

### Unit Enduring Understandings (Cross Cutting Concepts)

- Scientific investigation requires selection of suitable technology and use of appropriate methods based on intended purpose to collect, analyze, and interpret data to test prediction/hypotheses and diagnose disease.
- Organisms are composed of complex biochemical systems that are designed to maintain homeostasis.
- Survival of organisms is dependent on the relationship between structure and function.

### Unit Essential Questions

- How does structure relate to function in living systems from the organismal to the cellular level?
- How are characteristics/genetic information of one generation passed to the next?

### Objectives

#### Students will know & be able to :

- Describe how an atom is organized and why atoms interact
- Define a radioactive isotope and how it can be used in the diagnosis and treatment of disease.
- Describe the characteristics of water and three functions of water in the human body
- List the four classes of macromolecules in cells and name the individual subunits
- Describe the function of carbohydrates, lipids, proteins and nucleic acids within the cells of the human body.
- Describe the structure and function of DNA and RNA in cells
- List the levels of organization from the cellular level to the whole organism.
- Name the body systems and their functions.
- Demonstrate the anatomical position.
- Define and identify three planes of the body.
- Identify the body cavities and specific organs found within them.
- Describe the anatomical divisions of the abdomen.
- List the divisions of the back.
- Define sixteen directional terms of the body and be able to use them correctly.
- Identify the word roots/combining forms related to the body.
- Accurately spell medical terms.
- Correctly pronounce medical terms.
- Identify abbreviations of medical terms.
- Identify and apply common Greek/Latin based suffixes used in Medicine.
- Describe the characteristics of a composite cell.
- Explain how the structure of a cell membrane makes possible its functions.
- Describe each type of cytoplasmic organelle and explain its function.
- Describe the cell nucleus and its parts.
- Explain how substances move through cell membranes in passive transport.
- Explain how substances move through the cell membrane in active transport.
- Describe the cell cycle and explain how a cell divides.
- Discuss what happens in cell specialization.
- Describe how cell death is a normal part of development.
- Explain the causes and characteristics of cancer

## UNIT 3: Body Tissues and Membranes & Integumentary System

## Summary and Rationale

Human beings are multicellular organisms; therefore, no single cell can single handedly run the body. Through differentiation, each cell becomes specialized to handle a small range of functions. Cells that have the same basic functions combine to form tissues. This unit addresses the different types of tissues and their structure and functions. The skin and its derivatives (sweat and oil glands, hair and nails) make up a complex set of organs that serves several functions, mainly protective, but the integumentary system also plays a large role in homeostasis and sensory reception. This unit will address the main components of this system and how they function to fulfill the five major roles they play.

## Recommended Pacing

12 days

## State Standards

**HS-LS1-1.** Structure and Function: Systems of specialized cells within organisms help them perform the essential functions of life.

<b>Assessment Boundary</b>	Assessment does not include identification of specific cell or tissue types, whole body systems, specific protein structures and functions, or the biochemistry of protein synthesis.
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**HS-LS1-2** Multicellular organisms have a hierarchical structural organization, in which any one system is made up of numerous parts and is itself a component of the next level.

<b>Clarification Statement</b>	Emphasis is on functions at the organism system level such as nutrient uptake, water delivery, and organism movement in response to neural stimuli. An example of an interacting system could be an artery depending on the proper function of elastic tissue and smooth muscle to regulate and deliver the proper amount of blood within the circulatory system.
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<b>Assessment Boundary</b>	Assessment does not include interactions and functions at the molecular or chemical reaction level.
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**HS-LS1-3** Feedback mechanisms maintain a living system's internal conditions within certain limits and mediate behaviors, allowing it to remain alive and functional even as external conditions change within some range. Feedback mechanisms can encourage (through positive feedback) or discourage (negative feedback) what is going on inside the living system.

<b>Clarification Statement</b>	Examples of investigations could include heart rate response to exercise, stomate response to moisture and temperature, and root development in response to water levels.
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<b>Assessment Boundary</b>	Assessment does not include the cellular processes involved in the feedback mechanism.
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## Instructional Focus

### Unit Enduring Understandings (Cross Cutting Concepts)

- Scientific investigation requires selection of suitable technology and use of appropriate methods based on intended purpose to collect, analyze, and interpret data to test prediction/hypotheses and diagnose disease.
- Organisms are composed of complex biochemical systems that are designed to maintain homeostasis.
- Survival of organisms is dependent on the relationship between structure and function.

### Unit Essential Questions

- How does the structure of the skin relate to its function?
- How do integumentary structures protect and help regulate the body?
- How is the skin affected by disease and external environmental factors?

### Objectives

#### Students will know & be able to:

- List the four major tissue types and provide examples of where each occurs in the body.
- Describe the general characteristics and functions of epithelial tissue.

- Name the types of epithelium and identify an organ in which each is found.
- Identify unknown slides as a particular type of epithelium.
- Explain how to classify glands.
- List the types of connective tissues in the body.
- Describe the major functions of each type of connective tissue.
- Describe the general cellular components, structures, fibers, and matrix (if applicable) of each type of connective tissue.
- Identify unknown slides as a particular type of connective tissue.
- Distinguish between the three types of muscle tissues.
- Describe the general characteristics of muscle tissues.
- Identify unknown slides as a particular type of muscle tissue
- Describe the general characteristics and functions of nervous tissue
- Describe the regions of the skin and hypodermis.
- Name two main epidermal layers and describe the structure and function.
- Describe the structure and growth of hair and nails
- Name three glands of the skin and describe their structure and function.
- Name the three types of skin cancer and state their risk factors.
- Name and describe the four types of burns with regard to depth
- Describe the steps by which a skin wound heals
- List and discuss four functions of the skin that contribute to homeostasis
- Demonstrate understanding of the structure and function of skin and its appendages.
- Identify five primary and secondary skin lesions.
- Match different types of skin lesions with their descriptions.
- Compare and contrast methods of administering medications.
- Distinguish between parenteral and nonparenteral.
- Classify burns according to severity.
- Describe skin problems associated with exposure to ultraviolet radiation.
- List the major classifications of skin eruptions.
- Explain the pharmacology of skin.
- Identify and discuss pathology associated with skin.
- Explain the meaning of word parts associated with skin.
- Define important terms related to skin.
- Accurately spell medical terms.
- Correctly pronounce medical terms.
- Write meaning of the abbreviations.
- Categorize the terms as anatomical, diagnostic, surgical, radiological, or therapeutic.



## UNIT 4: Skeletal System & Muscular System

<b>Summary and Rationale</b>	
<p>The human body would not have a shape without the skeletal system, nor would it be able to support its own weight. Bones also work with muscles to maintain position and produce movement. The unit begins with a look at the different types of bone tissue, an overview of how bone grows and repairs itself, and then focuses on the bones of the axial and appendicular skeleton. Movement, blood flow, breathing, and digestion cannot occur without muscle tissue. The unit begins with skeletal muscle tissue, and then an account of smooth and cardiac muscle tissue. There is a focus on the physiology of the muscle tissues as well.</p>	
<b>Recommended Pacing</b>	
24 days	
<b>State Standards</b>	
<p><b>HS-LS1-1.</b> Structure and Function: Systems of specialized cells within organisms help them perform the essential functions of life.</p>	
<b>Assessment Boundary</b>	Assessment does not include identification of specific cell or tissue types, whole body systems, specific protein structures and functions, or the biochemistry of protein synthesis.
<p><b>HS-LS1-2</b> Multicellular organisms have a hierarchical structural organization, in which any one system is made up of numerous parts and is itself a component of the next level.</p>	
<b>Clarification Statement</b>	Emphasis is on functions at the organism system level such as nutrient uptake, water delivery, and organism movement in response to neural stimuli. An example of an interacting system could be an artery depending on the proper function of elastic tissue and smooth muscle to regulate and deliver the proper amount of blood within the circulatory system.
<b>Assessment Boundary</b>	Assessment does not include interactions and functions at the molecular or chemical reaction level.
<p><b>HS-LS1-3</b> Feedback mechanisms maintain a living system’s internal conditions within certain limits and mediate behaviors, allowing it to remain alive and functional even as external conditions change within some range. Feedback mechanisms can encourage (through positive feedback) or discourage (negative feedback) what is going on inside the living system.</p>	
<b>Clarification Statement</b>	Examples of investigations could include heart rate response to exercise, stomate response to moisture and temperature, and root development in response to water levels.
<b>Assessment Boundary</b>	Assessment does not include the cellular processes involved in the feedback mechanism.
<b>Instructional Focus</b>	
<b>Unit Enduring Understandings (Cross Cutting Concepts)</b>	
<ul style="list-style-type: none"> <li>● Scientific investigation requires selection of suitable technology and use of appropriate methods based on intended purpose to collect, analyze, and interpret data to test prediction/hypotheses and diagnose disease.</li> <li>● Organisms are composed of complex biochemical systems that are designed to maintain homeostasis.</li> <li>● Survival of organisms is dependent on the relationship between structure and function.</li> </ul>	
<b>Unit Essential Questions</b>	
<ul style="list-style-type: none"> <li>● How do the components of the skeletal system work together?</li> <li>● What are the major joints and how are they held together with muscles and nerves to achieve motion?</li> <li>● What role do tendons and ligaments play?</li> <li>● What causes muscles to contract?</li> <li>● What effect does aerobic and strength training have on different muscle sets?</li> <li>● What do striations of skeletal muscles tell us?</li> <li>● How does the muscular system work together with the skeletal system to allow for movement?</li> <li>● What role do tendons play in the collaborative efforts of the skeletal and muscular system?</li> </ul>	

## Objectives

### Students will know & be able to:

- Identify the general structure of a bone and list the functions of its parts.
- Know the difference between compact and spongy bone, and where each can be found
- Know the difference between intramembranous and endochondral bones, and how each develops and grows.
- Identify the major functions of bones.
- Know the difference between the axial and appendicular skeletons and name the major parts of each.
- Locate and identify the bones and major features of the bones that comprise the skull, vertebral column, thoracic cage, pectoral girdle, upper limb, pelvic girdle, and lower limb.
- Identify the three classes of joints, describe their characteristics and give an example of each.
- List the six types of synovial joints and describe the actions of each.
- Know that skeletal muscles produce movements at joints and identify several types of such movements
- List the functions of bones, muscles, and supporting structures.
- Identify the major bones and muscles of the body.
- Identify the structures of the two main divisions of the skeletal system.
- List the four main types of bones.
- Understand the functions of the vertebral column and list its parts.
- List the main classifications of joints.
- Understand the purpose of bone markings, projections and depressions.
- Understand pharmacology related to the skeletal and muscular systems.
- Describe the pathology associated with the skeletal and muscular systems.
- Define the meaning of word parts associated with the skeletal and muscular systems.
- Define the important terms related to the skeletal and muscular systems.
- Accurately spell medical terms.
- Correctly pronounce medical terms.
- Define the meaning of abbreviations.
- Understand the terms as anatomical,
- Understand the terms as diagnostic, surgical, radiologic or therapeutic.
- Distinguish between the three types of muscles and where they are located
- Describe the structure and 5 functions of skeletal muscles.
- Explain how skeletal muscles are innervated and how they contract
- Describe how ATP is used in a muscle contraction.
- Contrast slow twitch and fast twitch muscles.
- Describe the categories by which muscles are named.
- Describe the locations and actions of major skeletal muscles in each body region
- Describe how the muscular system works with other systems in the body to maintain homeostasis.

## UNIT 5: Nervous System & The Senses

<b>Summary and Rationale</b>	
<p>The nervous system maintains total control over the entire body and serves as the hub of its communication. Every action, emotion, and thought is reflected in the activity of this system. The nervous system is one of the two systems that are essential in maintaining homeostasis. Sensory receptors vary greatly but fall into two major categories. Receptors associated with the somatic senses of touch, pressure, temperature and pain from one group. These receptors are widely distributed throughout the skin and deeper tissues and are structurally simple. Receptors of the second type are parts of complex specialized sensory organs that provide the special senses of smell, taste, hearing, equilibrium and vision.</p>	
<b>Recommended Pacing</b>	
24 days	
<b>State Standards</b>	
<p><b>HS-LS1-1.</b> Structure and Function: Systems of specialized cells within organisms help them perform the essential functions of life.</p>	
<b>Assessment Boundary</b>	Assessment does not include identification of specific cell or tissue types, whole body systems, specific protein structures and functions, or the biochemistry of protein synthesis.
<p><b>HS-LS1-2</b> Multicellular organisms have a hierarchical structural organization, in which any one system is made up of numerous parts and is itself a component of the next level.</p>	
<b>Clarification Statement</b>	Emphasis is on functions at the organism system level such as nutrient uptake, water delivery, and organism movement in response to neural stimuli. An example of an interacting system could be an artery depending on the proper function of elastic tissue and smooth muscle to regulate and deliver the proper amount of blood within the circulatory system.
<b>Assessment Boundary</b>	Assessment does not include interactions and functions at the molecular or chemical reaction level.
<p><b>HS-LS1-3</b> Feedback mechanisms maintain a living system's internal conditions within certain limits and mediate behaviors, allowing it to remain alive and functional even as external conditions change within some range. Feedback mechanisms can encourage (through positive feedback) or discourage (negative feedback) what is going on inside the living system.</p>	
<b>Clarification Statement</b>	Examples of investigations could include heart rate response to exercise, stomate response to moisture and temperature, and root development in response to water levels.
<b>Assessment Boundary</b>	Assessment does not include the cellular processes involved in the feedback mechanism.
<b>Instructional Focus</b>	
<b>Unit Enduring Understandings (Cross Cutting Concepts)</b>	
<ul style="list-style-type: none"> <li>● Scientific investigation requires selection of suitable technology and use of appropriate methods based on intended purpose to collect, analyze, and interpret data to test prediction/hypotheses and diagnose disease.</li> <li>● Organisms are composed of complex biochemical systems that are designed to maintain homeostasis.</li> <li>● Survival of organisms is dependent on the relationship between structure and function.</li> </ul>	
<b>Unit Essential Questions</b>	
<ul style="list-style-type: none"> <li>● How do the components of the nervous system work together?</li> <li>● How do nerve impulses translate into action potential?</li> <li>● How do we perceive stimuli with our senses?</li> </ul>	
<b>Objectives</b>	
<p><b>Students will know &amp; be able to:</b></p> <ul style="list-style-type: none"> <li>● Explain the general functions and divisions of the nervous system.</li> <li>● Describe the general structure of a neuron.</li> </ul>	

- Explain how differences in structure and function are used to classify neurons.
- Name the four types of neuroglia and describe the functions of each.
- Explain how a membrane becomes polarized.
- Describe the events that lead to the conduction of a nerve impulse.
- Explain how information passes from one neuron to another.
- Name the parts of a reflex arc, and describe the function of each part.
- Describe the coverings of the brain and spinal cord.
- Name the major parts and functions of the brain.
- Distinguish among motor, sensory and association areas of the cerebral cortex.
- Describe the formation and function of cerebrospinal fluid.
- Name the cranial nerves and list their major functions.
- Describe the functions of the autonomic nervous system.
- Distinguish between the sympathetic and parasympathetic divisions of the autonomic nervous system. · Describe a sympathetic and a parasympathetic nerve pathway.
- Demonstrate understanding of the structure and function of the nervous system.
- Label the major structures of the brain and lobes of the cerebral cortex.
- Recognize several types of mental disorders.
- Explain the pharmacology related to the nervous system.
- Identify and discuss pathological conditions associated with the nervous system.
- Explain the meaning of word parts associated with the nervous system.
- Define important terms related to the nervous system.
- Accurately spell medical terms.
- Correctly pronounce medical terms.
- Write the meaning of abbreviations associated with the nervous system.
- Categorize the terms as anatomical, diagnostic, surgical, radiological or therapeutic.
- Categorize sensory receptors to five types of stimuli
- Discuss the function of proprioceptors
- Relate specific sensory receptors in the skin to particular senses of the skin
- Discuss the phenomenon of referred pain.
- Name the chemoreceptors for taste and smell, and state their anatomy, location, and mechanism of action. · describe the anatomy and function of the accessory organs of the eye.
- Describe the anatomy of the eye and give the function of each part.
- Describe the sensory receptors for sight.
- Describe some common disorders of sight.
- List and describe each of the special senses of the body.
- Label the major structures of the eye and identify their function.
- Label the major structures of the ear and describe their function.
- Demonstrate understanding of the relationship between receptors and special sense organs. · Explain the pharmacology related to the special senses.
- Explain the meaning of word parts associated with the special senses.
- Define important terms related to the special senses.