Instructional Materials Criterion Form
Anatomy & Physiology Standards

Students will:

A/P 1: Develop and use models and appropriate terminology to identify regions, directions, planes, and cavities in the human body to locate organs and systems.					
0 = Rarely adheres to the criteria 1= Occasionally adheres to the criteria 2 = Sometimes adheres to the criteria 3= Adheres to the criteria 4 = Exceeds the criteria					
Place a check in the appropriate box for each of the criteria after review	0	1	2	3	4
1. Grade appropriate evidence of the science and engineering practices **(SEP)** is evident.					
2. Grade appropriate evidence of the crosscutting concepts **(CCC)** is evident.					
3. Grade appropriate evidence that the disciplinary core idea **(DCI)** is evident.					
4. Materials focus on an integration of SEP's **and** CCC's into the in-depth learning of the DCI.					
5. Learning experiences fit together coherently and help students develop proficiency on this standard.					
6. Learning opportunities include instructional strategies that facilitate three-dimensional learning in an integrated fashion to support making sense of phenomena and/or designing solutions to problems through inquiry and engineering design experiences.					
7. Integrates engineering and technology as significant elements in the learning experiences.					
8. Provides relevant grade-appropriate connections to the math and ELA standards. ☐ Math Standards Connections Visible ☐ ELA Standards Connections Visible					
9. Provides scaffolded supports for teachers to facilitate learning of the practices so that students are increasingly responsible for making sense of phenomena and/or designing solutions to problems.					
10. Provides opportunities for grade-appropriate scientific discourse, scientific writing, and academic vocabulary in the context of the learning experience.					
11. Adheres to safety rules and emphasizes the importance of safety in science procedures, labs, and experiments.					
STEP 1: Tabulate the total points for each column. Add column totals and transfer to compilation form					

Documentation of how the standard is met. Cite examples from the material (chapter and page numbers OR module and tab name)
Portions of the standard that are missing or not well developed in the instructional material (if any):
Comments:

Textbook Series/Title: _____ Reviewer Initials_____

Instructional Materials Criterion Form
Anatomy & Physiology Standards

Students will:

A/P 2. Analyze characteristics of tissue types (e.g., epithelial tissue) and construct an explanation of how the chemical and structural organizations of the cells that form these tissues are specialized to conduct the function of that tissue (e.g., lining, protecting).					
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Instructional Materials Criterion Form
Anatomy & Physiology Standards

Students will:

A/P 3. Obtain and communicate information to explain the integumentary system's structure and function, including layers and accessories of skin and types of membranes. a. Analyze the effects of pathological conditions (e.g., burns, skin cancer, bacterial and viral infections, chemical dermatitis) to determine the body's attempt to maintain homeostasis.					
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Instructional Materials Criterion Form
Anatomy & Physiology Standards

Students will:

A/P 4: Use models to identify the structure and function of the skeletal system (e.g., classification of bones by shape, classification of joints and the appendicular and axial skeletons).

a. Obtain and communicate information to demonstrate understanding of the growth and development of the skeletal system (e.g., bone growth and remodeling).

b. Obtain and communicate information to demonstrate understanding of the pathology of the skeletal system (e.g., types of bone fractures and their treatment, osteoporosis, rickets, other bone diseases).

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Instructional Materials Criterion Form
Anatomy & Physiology Standards

Students will:

A/P 5: Develop and use models to illustrate the anatomy of the muscular system, including muscle locations and groups, actions, origins and insertions. a. Plan and conduct investigations to explain the physiology of the muscular system (e.g., muscle contraction/relaxation, muscle fatigue, muscle tone), including pathological conditions (e.g., muscular dystrophy).

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Instructional Materials Criterion Form
Anatomy & Physiology Standards

Students will:

A/P 6: Obtain, evaluate, and communicate information regarding how the central nervous system and peripheral nervous system interrelate, including how these systems affect all other body systems to maintain homeostasis.

a. Use scientific evidence to evaluate the effects of pathology on the nervous system (e.g., Parkinson's disease, Alzheimer's disease, cerebral palsy, head trauma) and argue possible prevention and treatment options.

b. Design a medication to treat a disorder associated with neurotransmission, including mode of entry into the body, form of medication, and desired effects.*

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Instructional Materials Criterion Form
Anatomy & Physiology Standards

Students will:

A/P 7: Use models to determine the relationship between the structures in and functions of the cardiovascular system (e.g., components of blood, blood circulation through the heart and systems of the body, ABO blood groups, anatomy of the heart, types of blood vessels)

a. Engage in argument from evidence regarding possible prevention and treatment options related to the pathology of the cardiovascular system (e.g., myocardial infarction, mitral valve prolapse, varicose veins, arteriosclerosis, anemia, high blood pressure).

b. Design and carry out an experiment to test various conditions that affect the heart (e.g., heart rate, blood pressure, electrocardiogram [ECG] output.)

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Instructional Materials Criterion Form
Anatomy & Physiology Standards

Students will:

A/P 8: Communicate scientific information to explain the relationship between the structures and functions, both mechanical (e.g., chewing, churning in stomach) and chemical (e.g., enzymes, hydrochloric acid [HCl] in stomach), of the digestive system, including the accessory organs (e.g., salivary glands, pancreas). a. Obtain and communicate information to demonstrate an understanding of the disorders of the digestive system (e.g., ulcers, Crohn's disease, diverticulitis).					
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Instructional Materials Criterion Form
Anatomy & Physiology Standards

Students will:

A/P 9. Develop and use a model to explain how the organs of the respiratory system function. a. Engage in argument from evidence describing how environmental (e.g., cigarette smoke, polluted air) and genetic factors may affect the respiratory system, possibly leading to pathological conditions (e.g., cystic fibrosis).					
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Instructional Materials Criterion Form
Anatomy & Physiology Standards

Students will:

A/P 10: Obtain, evaluate, and communicate information to differentiate between the male and female reproductive systems, including pathological conditions that affect each. a. Use models to demonstrate what occurs in fetal development at each stage of pregnancy.					
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Instructional Materials Criterion Form
Anatomy & Physiology Standards

Students will:

A/P 11: Use models to differentiate the structures of the urinary system and to describe their functions. a. Analyze and interpret data related to the urinary system to show the relationship between homeostatic imbalances and disease (e.g., kidney stones, effects of pH imbalances).	0	1	2	3	4
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Instructional Materials Criterion Form
Anatomy & Physiology Standards

Students will:

A/P 12: Obtain and communicate information to explain the lymphatic organs and their structure and function.
a. Develop and use a model to explain the body's lines of defense and immunity.
b. Obtain and communicate information to demonstrate an understanding of the disorders of the immune system (e.g., acquired immunodeficiency syndrome [AIDS], severe combined immunodeficiency [SCID]).

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Instructional Materials Criterion Form
Anatomy & Physiology Standards

Students will:

A/P 13: Obtain, evaluate, and communicate information to support the claim that the endocrine glands secrete hormones that help the body maintain homeostasis through feedback loops.

a. Analyze the effects of pathological conditions (e.g., pituitary dwarfism, Addison's disease, diabetes mellitus) caused by imbalance of the hormones of the endocrine glands.

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