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| **Essential Understandings** | * Body membranes line or cover, protect, and lubricate body surfaces. * The integumentary system has several important functions in helping the body maintain homeostasis. * The epidermis has multiple layers and each layer has its own characteristics. * Epidermal derivatives like sebaceous glands, sweat gland, hair, and nails perform a specific function for the skin. * Different factors determine skin color. * Burns can be differentiated into first-, second-, and third-degree. * Skin cancers can be characterized as basal cell carcinoma, squamous cell carcinoma, and malignant melanoma. |
| **Essential**  **Questions** | * What is the function of each membrane and what is its location in the body? * What are the functions of the integumentary system? * What are the five layers of the epidermis and what are the characteristics of each layer? * What function do skin derivatives perform in the skin? * How is skin color determined and what role does melanin play in the body? * How are first-, second-, and third-degree burns classified? * How are skin cancers classified? |
| **Essential Knowledge** | * Membranes line body cavities and surround and protect the body. * Skin is the largest organ of the body. * The skin protects the body and helps it maintain homeostasis in multiple ways. * The skin is divided into the epidermis, dermis, and sub-cutaneous layers. * Each layer of the skin has specific defining characteristics. * Sweat glands and sebaceous glands perform multiple functions. * Common afflictions of the skin include acne, boils, and fungal infections. * Skin color is determined by melanin amounts. * Burns make people susceptible to dehydration and infection. * The skin is susceptible to skin cancer. |
| **Vocabulary** | Cutaneous membrane  Mucous membrane (mucosa)  Serous membrane (serosa)  Parietal layer  Visceral layer  Perioneum  Pleura  Pericardium  Synovial membranes  Bursae  Skin or integument  Keratin  Epidermis  Blister  Subcutaneous tissue or hypodermis  Strata (layers) of epidermis:   * Stratum basale (stratum germinativum) * Stratum spinosum * Stratum granulosum * Stratum lucidum * Stratum corneum   Keratinocytes (keratin cells)  Dandruff  Melanin  Melanocytes  Freckles/moles  Herpes simplex (cold sores)  Dermis  Papillary layer  Meissner’s corpuscles  Reticular layer  Pacinian corpuscles  Decubitus ulcers  Melanin  Carotene  Oxygen-rich hemoglobin  Cyanosis  Redness or erythema  Pallor or blanching  Jaundice or a yellow cast  Bruises or black-and-blue marks  Skin appendages  Exocrine glands  Sebaceous (oil) glands  Sebum  Whitehead  Blackhead  Acne  Seborrhea  Sweat glands or sudoriferous glands  Eccrine glands  Apocrine glands  Hair  Hair follicles  Matrix  Medulla  Cortex  Cuticle  Hair follicles  Epidermal sheath  Dermal sheath  Papilla  Arrector pili  Nail  Body  Cuticle  Nail matrix  Lunula  Athlete’s foot  Boils  Carbuncles  Cold sores (fever blisters)  Contact dermatitis  Impetigo  Psoriasis  Burn  Rule of nines  First-degree burns  Second-degree burns  Third-degree burns  Skin cancer  Basal cell carcinoma  Squamous cell carcinoma  Malignant melanoma  ABCD Rule |
| **Essential**  **Skills** | * Recognize the role membranes play throughout the body. * Recognize that the skin plays a multitude of important role throughout the body. * Be able to diagram the three layers of the skin. * Summarize what determines skin color. * Distinguish between first-, second-, and third-degree burns * Distinguish between basal cell carcinoma, squamous cell carcinoma, and malignant melanoma. |
| **Related**  **Maine Learning**  **Results** | Science  A. Unifying Themes  A1.Systems  Students apply an understanding of systems to explain and  analyze man-made and natural phenomena.  a. Analyze a system using the principles of boundaries,  subsystems, inputs, outputs, feedback, or thesystem’s  relation to other systems and design solutions to a system  problem.  b. Explain and provide examples that illustrate how it may not  always be possible to predict the impact of changing some  part of a man-made or natural system.  A3.Constancy and Change  Students identify and analyze examples of constancy and change  that result from varying types and rates of change in physical,  biological, and technological systems with and without  counterbalances.  B. The Skills and Traits of Scientific Inquiry and Technological Design  B1.Skills and Traits of Scientific Inquiry  Students methodically plan, conduct, analyze data from, and communicate results of in-depth scientific investigations, including experiments guided by a testable hypothesis.   1. Identify questions, concepts, and testable hypotheses that guide scientific investigations. 2. Design and safely conduct methodical scientific investigations, including experiments with controls. 3. Use statistics to summarize, describe, analyze, and interpret results. 4. Formulate and revise scientific investigations and models using logic and evidence. 5. Use a variety of tools and technologies to improve investigations and communications. 6. Recognize and analyze alternative explanations and models using scientific criteria. 7. Communicate and defend scientific ideas.   B2.Skills and Traits of Technological Design  Students use a systematic process, tools and techniques, and a variety of materials to design and produce a solution or product that meets new needs or improves existing designs.   1. Identify new problems or a current design in need of improvement. 2. Generate alternative design solutions. 3. Select the design that best meets established criteria. 4. Use models and simulations as prototypes in the design planning process. 5. Implement the proposed design solution. 6. Evaluate the solution to a design problem and the consequences of that solution. 7. Present the problem, design process, and solution to a design problem including models, diagrams, and demonstrations.   C. The Scientific and Technological Enterprise  C1.Understandings of Inquiry  Students describe key aspects of scientific investigations: that they are guided by scientific principles and knowledge, that they are performed to test ideas, and that they are communicated and defended publicly.   1. Describe how hypotheses and past and present knowledge guide and influence scientific investigations. 2. Describe how scientists defend their evidence and explanations using logical argument and verifiable results.   C2.Understanings About Science and Technology  Students explain how the relationship between scientific inquiry and technological design influences the advancement of ideas, products, and systems.   1. Provide an example that shows how science advances with the introduction of new technologies and how solving technological problems often impacts new scientific knowledge. 2. Provide examples of how creativity, imagination, and a good knowledge base are required to advance scientific ideas and technological design.   C3.Science, Technology, and Society  Students describe the role of science and technology in creating and solving contemporary issues and challenges.  b. Explain how ethical, societal, political, economic, and cultural factors influence personal health, safety, and the quality of the environment.   1. Explain how ethical, societal, political, economic, religious,   and cultural factors influence the development and use of science and technology.  C4.History and Nature of Science  Students describe the human dimensions and traditions of science, the nature of scientific knowledge, and historical episodes in science that impacted science and society.   1. Describe the ethical traditions in science including peer review, truthful reporting, and making results public. 2. Select and describe one of the major episodes in the history of science including how the scientific knowledge changed over time and any important effects on science and society. 3. Give examples that show how societal, cultural, and personal beliefs and ways of viewing the world can bias scientists. 4. Provide examples of criteria that distinguish scientific explanations from pseudoscientific ones.   D. The Physical Setting  D2.Earth  Students describe and analyze the biological, physical, energy, and human influences that shape and alter Earth Systems.  c. Describe and analyze the effects of biological and  geophysical influences on the origin and changing nature of  Earth Systems.  d. Describe and analyze the effects of human influences on Earth Systems.  D3.Matter and Energy  Students describe the structure, behavior, and interactions of matter at the atomic level and the relationship between matter and energy.  h. Describe radioactive decay and half-life.  E. The Living Environment  E1.Biodiversity  Students describe and analyze the evidence for relatedness among and within diverse populations of organisms and the importance of biodiversity.   1. Explain how the variation in structure and behavior of a population of organisms may influence the likelihood that some members of the species will have adaptations that allow them to survive in a changing environment. 2. Describe the role of DNA sequences in determining the degree of kinship among organisms and the identification of species. 3. Analyze the relatedness among organisms using structural and molecular evidence. 4. Analyze the effects of changes in biodiversity and predict possible consequences.   E2.Ecosystems  Students describe and analyze the interactions, cycles, and factors that affect short-term and long-term ecosystem stability and change.   1. Explain why ecosystems can be reasonably stable over hundreds or thousands of years, even though populations may fluctuate. 2. Describe dynamic equilibrium in ecosystems and factors that can, in the long run, lead to change in the normal pattern of cyclic fluctuations and apply that knowledge to actual situations.   E3.Cells  Students describe structure and function of cells at the intracellular and molecular level including differentiation to form systems, interactions between cells and their environment, and the impact of cellular processes and changes on individuals.  a. Describe the similarities and differences in the basic  functions of cell membranes and of the specialized parts  within cells that allow them to transport materials, capture  and release energy, build proteins, dispose of waste,  communicate, and move.  b. Describe the relationship among DNA, protein molecules,  and amino acids in carrying out the work of cells and how this  is similar among all organisms.  c. Describe the interactions that lead to cell growth and division  (mitosis) and allow new cells to carry the same information as  the original cell (meiosis).  d. Describe ways in which cells can malfunction and put an  organism at risk.  e. Describe the role of regulation and the processes that  maintain an internal environment amidst changes in the  external environment.  f. Describe the process of metabolism that allows a few key  biomolecules to provide cells with necessary materials to  perform their functions.  g. Describe how cells differentiate to form specialized systems  for carrying out life functions.  E4.Heredity and Reproduction  Students examine the role of DNA in transferring traits from generation to generation, in differentiating cells, and in evolving new species.  c. Explain how the instructions in DNA that lead to cell  differentiation result in varied cell functions in the organism  and DNA.  d. Describe the possible causes and effects of gene mutations.  E5.Evolution  Students describe the interactions between and among species, populations, and environments that lead to natural selection and evolution.   1. Describe the premise of biological evolution, citing evidence from the fossil record and evidence based on the observation of similarities within the diversity of existing organisms. 2. Describe the origins of life and how the concept of natural selection provides a mechanism for evolution that can be advantageous or disadvantageous to the next generation. 3. Explain why some organisms may have characteristics that have no apparent survival or reproduction advantage.   d. Relate structural and behavioral adaptations of an organism to its survival in the environment. |
| **Sample**  **Lessons**  **and**  **Activities** | * Three Point Discriminatory Lab * Hair and Skin Microscope Lab * Iodine Test for Sweat on Skin * Label the structures of skin on a model or diagram * View skin, hair/fur, and nails during a rat and fetal pig dissection * Read articles related to disorders caused by homeostatic imbalance in the integumentary system |
| **Sample**  **Classroom**  **Assessment**  **Methods** | * Quiz * Chapter Test * Worksheets   Labs |
| **Sample**  **Resources** | * Publications:   + Essentials of Human Anatomy and Physiology, 9th edition by Elaine N. Marieb   + Anatomy and Physiology Coloring Workbook: A Complete Study Guide by Elaine N. Marieb   + Essentials of Human Anatomy and Physiology Laboratory Manual by Elaine N. Marieb * Videos:   + National Geographic: Inside the Living Body   + National Geographic: The Incredible Human Machine * Other Resources   Lab Supplies |