**Vocabulary Sort**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| blood | veins | arteries | heart | liver |
| circulate | pump | lungs | esophagus | trachea |
| diaphragm | breathe | bones | tendons | marrow |
| ligaments | cartilage | support | skeletal | cardiac |
| smooth | stomach | large intestine | small intestine | teeth |
| digest | Kidney | bladder | ovaries | testis |
| skin | nails | hair | grow | protect |
| brain | spinal cord | nerves | eyes | ears |
| hormones | glands | thyroid | hypothalamus | sense |
| manage | organ | body | system | cycle |

**Body Systems Homework**

(to be partnered with a short reading passage)

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Class: \_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |
| --- | --- |
| **Main Parts of System** | **Functions** |
|  | Protects the brain |
| Ribs |  |
| Bone marrow |  |
|  | Hold the body upright with minimal effort |

|  |  |
| --- | --- |
| **Main Parts of System** | **Functions** |
| Tendons |  |
|  | Attach bones to bones |
| Skeletal muscles |  |
|  | Contract to move materials through the body, like digested food or blood. |
| Cardiac muscles |  |

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Class: \_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |
| --- | --- |
| **Main Parts of System** | **Functions** |
|  | An organ that contracts to move blood |
| Blood vessels |  |
| Blood |  |
|  | Special blood vessels that carry blood from the heart. |

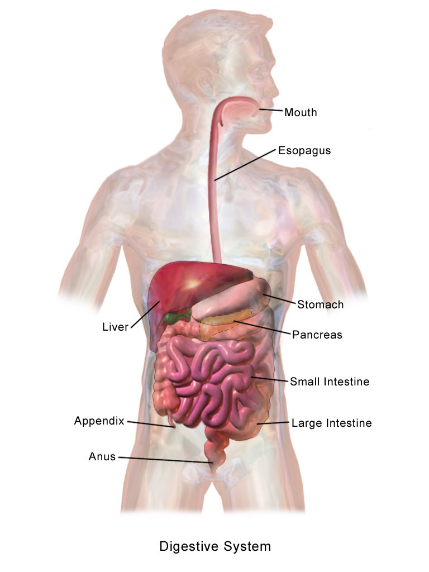
**Cell Organelles v. Organ System**

|  |  |  |
| --- | --- | --- |
| Cell Organelles | Similarities | Body System |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

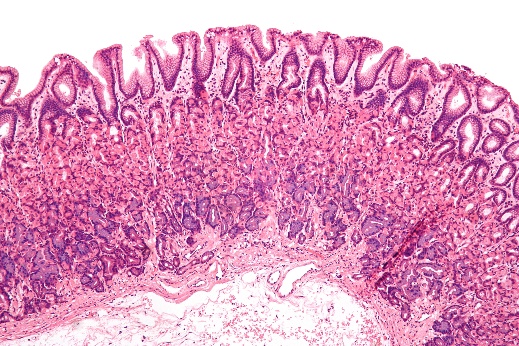
**Levels of Organization Chart**

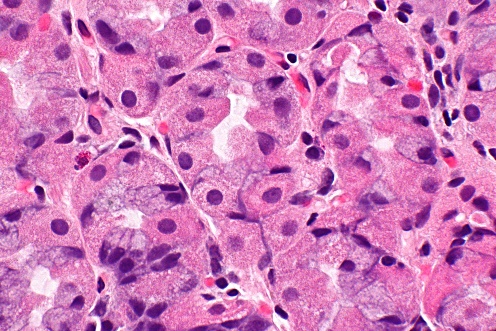
|  |  |  |
| --- | --- | --- |
| Levels of Organization | Definition | School Analogy |
|  |  |  |
|  |  |  |
|  |  |  |
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|  |  |  |
|  |  |  |











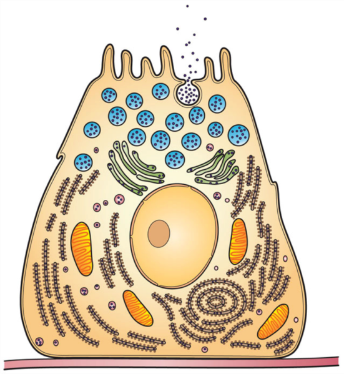




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[IMG][http://www.medicalgraphics.de/images/joomgallery/details/free\_pictures\_11/organs\_7/stomach-opened.jpg[/IMG](http://www.medicalgraphics.de/images/joomgallery/details/free_pictures_11/organs_7/stomach-opened.jpg%5b/IMG)]

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_ Class: \_\_\_\_\_\_\_\_\_\_\_\_\_

**Sexual v. Asexual Reproduction**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Sexual Reproduction | |  | Asexual Reproduction | |
| Positive | Negative |  | Positive | Negative |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

**Scenario/Stimulus**

|  |  |
| --- | --- |
| If… | Then… |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_ Class: \_\_\_\_\_\_\_\_

**Part 2: Presentation Planning**

Mode of presentation

|  |  |  |
| --- | --- | --- |
| Power Point / Google Slides | Video (commercial, YouTube video) | Poster |
| FlipGrid | Model | Non-fiction book |
| Story book | Google Site | Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

|  |  |  |
| --- | --- | --- |
| **System** | **Parts** | **Information to Include** |
|  |  |  |
|  |  |  |

|  |  |  |
| --- | --- | --- |
|  |  |  |
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| --- | --- | --- |
|  |  |  |

Timeline of a Frog’s Day

Presentation Check List

* Organs and systems are presented and labeled
* Function of each body system and its components are described
* How the frog acts/behaves on a normal day is included
* Presentation is checked for spelling and grammar errors
* Presentation is easily read/understood

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_ Class: \_\_\_\_\_\_

**Part 3: Stimulus Response Sheet**

|  |
| --- |
| Stimulus: (glue here) |
| This is an internal external stimulus. (circle correct stimulus) |
| The frog would respond by:  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

|  |
| --- |
| Body System(s) Impacted: |
| Circulatory  Respiratory  Excretory  Nervous  Skeletal  Endocrine |

Rubric:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  |  | Image result for bike with training wheels icon |  |
|  | Expert | Proficient | Developing | Struggling |
| **Student can identify the main body systems and describe their functions.** | Body system and components are identified and function is of components are well described | Most body systems are identified and function is well described | Some body systems are not adequately explained or contain incorrect information | Body systems are not identified correctly  Functions of systems are incomplete or incorrect |
| **Student shows understanding that the energy required to carry out body processes comes from the food we eat.** | Energy and energy transformation are explained in the functions of system components | Food and energy are described as required to carry out the function of body systems | Energy and energy transformation are not mentioned directly but implied in system functions | No mention of energy or energy transformation |
| **Student articulates that the body is made up of systems that have different structures and functions that work together to maintain the body’s homeostasis, growth, and reproduction** | Descriptions of how the structures and functions of different systems work together are described  Body’s homeostasis, growth, and reproduction are mentioned as the reason for this interdependence | System connectedness and interdependence described but not related to the “big picture” of how maintain | Minimal mention of systems working together to maintain homeostasis, growth, or reproduction | No mention of interdependence of body systems  Systems are only discussed in isolation |
| **Student can articulate how organisms respond to internal and external stimuli to maintain homeostasis.** | Response is described as a way to maintain homeostasis | Response matches stimuli but does not address homeostasis | Reaction to stimuli is presented, but response is minimal or missing significant information | Responses do not match stimuli |

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