

Anatomy & Physiology II Honors

Unit Title: Unit 1 Cardiovascular System, Lymphatic and Immune System

Stage 1: Desired Results

Standards & Indicators:

HS-LS1-1. Construct an explanation based on evidence for how the structure of DNA determines the structure of proteins which carry out the essential functions of life through systems of specialized cells

HS-LS1-2. Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms

Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a)	With a growth mindset, failure is an important part of success.
9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).	Innovative ideas or innovation can lead to career opportunities
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a)	Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.
9.4.12.CT.4	Participate in online strategy and planning sessions for course-based, school-based, or other projects and determine the strategies that contribute to effective outcomes.	Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.
9.4.12.GCA.1	Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others (e.g., SL.11-12.1., HS-ETS1-1, HS-ETS1-2, HS-ETS1-4, 6.3.12.GeoGI.1, 7.1.IH.IPERS.6, 7.1.IL.IPERS.7, 8.2.12.ETW.3).	Solutions to the problems faced by a global society require the contribution of individuals with different points of view and experiences
9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).	Digital tools differ in features, capacities, and styles. Knowledge of different digital tools is helpful in selecting the best tool for a given task.

Anatomy & Physiology II Honors

<u>Central Idea/Enduring Understanding:</u> - The Cardiovascular System supplies blood to the organs, tissues, and cells of the human body. - The Immune and Lymphatic Systems function to protect the human body from infection.	<u>Essential/Guiding Question:</u> What are the components of blood and their function in the body? What are the structures that make up the human heart and how are they organized? What is the pathway of blood takes through the heart? What is the function of valves in the heart? How does the structure of arteries and veins relate to their functions? How do the different components of specific immunity assist in humoral and cellular immunity?
<u>Content:</u> - Components and major functions of blood - Composition and functions of plasma - Characteristics and functions of red blood cells - Blood types - White blood cell structure and function - Platelet structure and function - Clotting mechanism - Heart anatomy - Blood flow through the heart - Conduction system of the heart - The cardiac cycle - Types of blood vessels - Mechanisms that regulate blood flow and pressure - Pulmonary and systemic circuits of the heart - Nonspecific and specific immune response - Major components of the lymphatic system - Cell-mediated and humoral immunity	<u>Skills(Objectives):</u> - Demonstrate your knowledge of the major functions and composition of blood. - Describe the characteristics and functions of red blood cells. - Describe the categories of white blood cells and their functions. - Demonstrate your knowledge of the four blood types. - Describe the function of platelets and mechanisms of control of blood loss after injury. - Describe the anatomy of the heart including the surface features, chambers, and valves. - Demonstrate your knowledge of the cardiac electrical system. - Describe the events of the cardiac cycle. - Demonstrate your knowledge of factors that influence heart rate. - Describe the structure and function of the three types of blood vessels. - Describe the control mechanisms that interact to regulate blood flow and pressure in tissues. - Demonstrate your knowledge of nonspecific versus specific immune defenses. - Describe the components of the cell-mediated and humoral immune responses.
<u>Interdisciplinary Connections:</u> - Case study incorporating knowledge of body systems with aspects of history taking, differential diagnoses, and treatment WHST.1112.9 Research to Build and Present Knowledge. Draw evidence from informational texts to support analysis, reflection, and research.	

Stage 2: Assessment Evidence

Anatomy & Physiology II Honors

<u>Performance Task(s):</u> - Students will complete a dissection of a sheep heart - Students will label a diagram of heart anatomy - Students will complete a visual aid of the cellular components of the immune system including red blood cells, white blood cells, and platelets	<u>Other Evidence:</u> - Unit Test Grade - Quizzes - Writing projects - Research projects - Google Classroom assignments - Group activities - Classroom discussions - Student created assessments - Rubrics - Review Games (Kahoot, Quizlet)		
Stage 3: Learning Plan			
<u>Learning Opportunities/Strategies:</u> Examples of learning opportunities include the following: - Case Studies - Projects - Debates - Team building activities - Cooperative learning activities - Interactive games - Online learning websites - Internet research - Student driven activities	<u>Resources:</u> Textbook: Martini, Bartholomew. Essentials of Anatomy & Physiology. Fifth Edition. 2010 . Pearson Higher Education. Biodigital.com Inclusive Science Classroom GLSEN Educator Resources		
<u>Differentiation</u> *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation			
High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL

Anatomy & Physiology II Honors

-Use of critical thinking activities -Alternative assignments -Choice of assignment related to the topic-independent research -Use of student-researched case studies	-Use of critical thinking activities -Alternative assignments -Choice of assignment related to the topic-independent research -Use of student-researched case studies	-Build background knowledge prior to lessons -Highlight key words -Incorporate the use of technology -Provide notes -Provide study guides -Pre-teaching of vocabulary for understanding of concepts -Word Search or crossword puzzles for vocabulary reinforcement -Using alternatives to written assessments (oral reports, class discussion, and/or projects) -Be consistent with expectations	Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing ELL supports should include, but are not limited to, the following:: - Extended time - Provide visual aids - Repeated directions - Differentiate based on proficiency - Provide word banks - Allow for translators, dictionaries
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Anatomy & Physiology II Honors

Unit Title: Unit 2 Respiratory System, Digestive System

Stage 1: Desired Results

Standards & Indicators:

HS-LS1-1. Construct an explanation based on evidence for how the structure of DNA determines the structure of proteins which carry out the essential functions of life through systems of specialized cells

HS-LS1-2. Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms

Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a)	With a growth mindset, failure is an important part of success.
9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).	Innovative ideas or innovation can lead to career opportunities
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a)	Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.
9.4.12.CT.4	Participate in online strategy and planning sessions for course-based, school-based, or other projects and determine the strategies that contribute to effective outcomes.	Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.
9.4.12.GCA.1	Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others (e.g., SL.11-12.1., HS-ETS1-1, HS-ETS1-2, HS-ETS1-4, 6.3.12.GeoGI.1, 7.1.IH.IPERS.6, 7.1.IL.IPERS.7, 8.2.12.ETW.3).	Solutions to the problems faced by a global society require the contribution of individuals with different points of view and experiences
9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).	Digital tools differ in features, capacities, and styles. Knowledge of different digital tools is helpful in selecting the best tool for a given task.

Anatomy & Physiology II Honors

<u>Central Idea/Enduring Understanding:</u> - The Respiratory System functions to exchange gases to maintain your body cells. - The Digestive System processes our food into energy to maintain functions of the human body.	<u>Essential/Guiding Question:</u> What is the function of the Respiratory System? How do the respiratory organs exchange gases to maintain body tissues and organs? What are the major functions of the Digestive System? What are the roles of the oral cavity, pharynx, esophagus, stomach, small intestine, large intestine, liver, gallbladder, and pancreas in digestion?
<u>Content:</u> - Functions of the Respiratory System - Structures of the Respiratory System and their functions - External and internal respiration - Mechanisms of respiration - Interaction of the Respiratory system with other body systems - Organs of the Digestive System and their functions: oral cavity, pharynx, esophagus, stomach, small intestine, large intestine, liver, gallbladder, and pancreas - Nutrients required by the body	<u>Skills(Objectives):</u> - Describe the function of the Respiratory System. - Demonstrate your knowledge of the key components that make up the Respiratory System. - Demonstrate your knowledge of the mechanism of respiration. - Demonstrate your knowledge of the major functions of the Digestive System. - Describe the organs of the Digestive System and their role in digestion. - Describe nutrient requirements of the human body.
<u>Interdisciplinary Connections:</u> - Case study incorporating knowledge of body systems with aspects of history taking, differential diagnoses, and treatment WHST.1112.9 Research to Build and Present Knowledge. Draw evidence from informational texts to support analysis, reflection, and research.	

Stage 2: Assessment Evidence

<u>Performance Task(s):</u> - Students will label diagrams of the Respiratory System - Students will create a Breathing Model - Students will label diagrams of organs of the Digestive System - Concept Map: Events in Digestion	<u>Other Evidence:</u> - Unit Test Grade - Quizzes - Writing projects - Research projects - Google Classroom assignments - Group activities - Classroom discussions - Student created assessments - Rubrics
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Anatomy & Physiology II Honors

	- Review Games (Kahoot, Quizlet)		
Stage 3: Learning Plan			
<u>Learning Opportunities/Strategies:</u> Examples of learning opportunities include the following: - Case Studies - Projects - Debates - Team building activities - Cooperative learning activities - Interactive games - Online learning websites - Internet research - Student driven activities	<u>Resources:</u> Textbook: Martini, Bartholomew. Essentials of Anatomy & Physiology. Fifth Edition. 2010 . Pearson Higher Education. Biodigital.com Inclusive Science Classroom GLSEN Educator Resources		
<u>Differentiation</u> *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation			
High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
-Use of critical thinking activities -Alternative assignments -Choice of assignment related to the topic-independent research -Use of student-researched case studies	-Use of critical thinking activities -Alternative assignments -Choice of assignment related to the topic-independent research -Use of student-researched case studies	-Build background knowledge prior to lessons -Highlight key words -Incorporate the use of technology -Provide notes -Provide study guides -Pre-teaching of vocabulary for understanding of concepts -Word Search or crossword puzzles for vocabulary reinforcement -Using alternatives to written assessments (oral reports, class discussion, and/or projects)	Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing ELL supports should include, but are not limited to, the following:: Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries

Anatomy & Physiology II Honors

		-Be consistent with expectations	
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Anatomy & Physiology II Honors

Unit Title: Unit 3 Endocrine System

Stage 1: Desired Results

Standards & Indicators:

HS-LS1-1. Construct an explanation based on evidence for how the structure of DNA determines the structure of proteins which carry out the essential functions of life through systems of specialized cells

HS-LS1-2. Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms

HS-LS1-3. Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis

Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a)	With a growth mindset, failure is an important part of success.
9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).	Innovative ideas or innovation can lead to career opportunities
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a)	Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.
9.4.12.CT.4	Participate in online strategy and planning sessions for course-based, school-based, or other projects and determine the strategies that contribute to effective outcomes.	Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.
9.4.12.GCA.1	Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others (e.g., SL.11-12.1., HS-ETS1-1, HS-ETS1-2, HS-ETS1-4, 6.3.12.GeoGI.1, 7.1.IH.IPERS.6, 7.1.IL.IPERS.7, 8.2.12.ETW.3).	Solutions to the problems faced by a global society require the contribution of individuals with different points of view and experiences
9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).	Digital tools differ in features, capacities, and styles. Knowledge of different digital tools is helpful in selecting the best tool for a given task.

Anatomy & Physiology II Honors

<u>Central Idea/Enduring Understanding:</u> - The Endocrine System is responsible for regulating a range of bodily functions through the release of hormones.		<u>Essential/Guiding Question:</u> What is the function of the Endocrine System? What effect do hormones have on the human body? What are the roles of the different glands in the endocrine system? How do the different glands of the Endocrine System work together to maintain homeostasis?
<u>Content:</u> - Hormones and their effect on the human body - Mechanism of hormone action - Endocrine glands and hormones: pituitary gland, pineal gland, hypothalamus, thyroid gland, parathyroid gland, thymus gland, adrenal gland, pancreas, ovary, testis - Effects of endocrine hormones: Growth Hormone, prolactin, FSH, LH, thyroid hormone, ACTH - Pathology of the Endocrine System		<u>Skills(Objectives):</u> - Describe the effects of hormones and their role in maintaining homeostasis in the human body. - Demonstrate your knowledge of the mechanism of action of hormones. - Describe the anatomy of the Endocrine System. - Demonstrate your knowledge of the role of different glands and organs of the Endocrine System in the regulation of various body systems. - Describe how the Endocrine glands and organs work together to maintain homeostasis in the human body.
<u>Interdisciplinary Connections:</u> - Case study incorporating knowledge of body systems with aspects of history taking, differential diagnoses, and treatment WHST.1112.9 Research to Build and Present Knowledge. Draw evidence from informational texts to support analysis, reflection, and research.		
Stage 2: Assessment Evidence		
<u>Performance Task(s):</u> - Students will label a diagram of the Endocrine glands. - Students will complete the Endocrine Body Project: create a body with labeled endocrine glands, their hormones, and functions.		<u>Other Evidence:</u> - Unit Test Grade - Quizzes - Writing projects - Research projects - Google Classroom assignments - Group activities - Classroom discussions - Student created assessments

Anatomy & Physiology II Honors

	- Rubrics - Review Games (Kahoot, Quizlet)		
Stage 3: Learning Plan			
Learning Opportunities/Strategies: Examples of learning opportunities include the following: - Case Studies - Projects - Debates - Team building activities - Cooperative learning activities - Interactive games - Online learning websites - Internet research - Student driven activities		Resources: Textbook: Martini, Bartholomew. Essentials of Anatomy & Physiology. Fifth Edition. 2010 . Pearson Higher Education. Biodigital.com Inclusive Science Classroom GLSEN Educator Resources	
Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation			
High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
-Use of critical thinking activities -Alternative assignments -Choice of assignment related to the topic-independent research -Use of student-researched case studies	-Use of critical thinking activities -Alternative assignments -Choice of assignment related to the topic-independent research -Use of student-researched case studies	-Build background knowledge prior to lessons -Highlight key words -Incorporate the use of technology -Provide notes -Provide study guides -Pre-teaching of vocabulary for understanding of concepts -Word Search or crossword puzzles for vocabulary reinforcement -Using alternatives to written assessments (oral reports, class	Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing ELL supports should include, but are not limited to, the following:: Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries

Anatomy & Physiology II Honors

		discussion, and/or projects) -Be consistent with expectations	
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Anatomy & Physiology II Honors

Unit Title: Unit 4 Urinary System, Reproductive System

Stage 1: Desired Results

Standards & Indicators:

HS-LS1-1. Construct an explanation based on evidence for how the structure of DNA determines the structure of proteins which carry out the essential functions of life through systems of specialized cells

HS-LS1-2. Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms

Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a)	With a growth mindset, failure is an important part of success.
9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).	Innovative ideas or innovation can lead to career opportunities
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a)	Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.
9.4.12.CT.4	Participate in online strategy and planning sessions for course-based, school-based, or other projects and determine the strategies that contribute to effective outcomes.	Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.
9.4.12.GCA.1	Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others (e.g., SL.11-12.1., HS-ETS1-1, HS-ETS1-2, HS-ETS1-4, 6.3.12.GeoGl.1, 7.1.IH.IPERS.6, 7.1.IL.IPERS.7, 8.2.12.ETW.3).	Solutions to the problems faced by a global society require the contribution of individuals with different points of view and experiences
9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).	Digital tools differ in features, capacities, and styles. Knowledge of different digital tools is helpful in selecting the best tool for a given task.

Anatomy & Physiology II Honors

<u>Central Idea/Enduring Understanding:</u> - The Urinary System aids in maintaining homeostasis in the human body by filtering the blood to remove wastes and producing urine. - The biological function of the Reproductive System is to provide the means for producing offspring	<u>Essential/Guiding Question:</u> What are the functions of the organs of the Urinary System? How do the kidneys maintain homeostasis through blood filtration and the production of urine? What is the function of the Reproductive System? What are the functions of the ovaries, fallopian tubes, uterus, cervix, and vagina? What are the functions of the seminal vesicle, prostate gland, vas deferens, urethra, epididymis, scrotum, penis, and testes? What is the interaction between the Reproductive and Endocrine Systems?
<u>Content:</u> - Functions of the Urinary System - Components of the Urinary System - Structural features of the kidney - Functions of the nephron - Anatomy and functions of the ureters, urinary bladder, and urethra - Fluid balance, electrolyte balance, and acid-base balance and their importance in maintaining homeostasis - Function of the Reproductive System - Organs of the Reproductive System - Anatomy of the male reproductive system - Anatomy of the female reproductive system - Interaction of the Reproductive System with other organ systems	<u>Skills(Objectives):</u> - Demonstrate your knowledge of the organs of the Urinary System. - Describe the functions of the structures of the Urinary System. - Describe how the kidneys filter blood and produce urine. - Describe how the kidneys help maintain homeostasis. - Describe the basic anatomy and functions of the female/male reproductive system. - Describe the functions of the ovaries, fallopian tubes, uterus, cervix, and vagina. - Describe the functions of the seminal vesicle, prostate gland, vas deferens, urethra, epididymis, scrotum, penis, and testes.
<u>Interdisciplinary Connections:</u> - Case study incorporating knowledge of body systems with aspects of history taking, differential diagnoses, and treatment WHST.1112.9 Research to Build and Present Knowledge. Draw evidence from informational texts to support analysis, reflection, and research.	

Anatomy & Physiology II Honors

Stage 2: Assessment Evidence

Performance Task(s):

- Students will label diagrams of the female and male Urinary Systems.
- Dissection of a sheep kidney
- Students will label diagrams of the Urinary System

Other Evidence:

- Unit Test Grade
- Quizzes
- Writing projects
- Research projects
- Google Classroom assignments
- Group activities
- Classroom discussions
- Student created assessments
- Rubrics
- Review Games (Kahoot, Quizlet)

Stage 3: Learning Plan

Learning Opportunities/Strategies:

Examples of learning opportunities include the following:

- Case Studies
- Projects
- Debates
- Team building activities
- Cooperative learning activities
- Interactive games
- Online learning websites
- Internet research
- Student driven activities

Resources:

Textbook: Martini, Bartholomew. Essentials of Anatomy & Physiology. Fifth Edition. 2010 . Pearson Higher Education.

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[Inclusive Science Classroom](#)

[GLSEN Educator Resources](#)

Differentiation

*Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation

Anatomy & Physiology II Honors

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
-Use of critical thinking activities -Alternative assignments -Choice of assignment related to the topic-independent research -Use of student-researched case studies	-Use of critical thinking activities -Alternative assignments -Choice of assignment related to the topic-independent research -Use of student-researched case studies	-Build background knowledge prior to lessons -Highlight key words -Incorporate the use of technology -Provide notes -Provide study guides -Pre-teaching of vocabulary for understanding of concepts -Word Search or crossword puzzles for vocabulary reinforcement -Using alternatives to written assessments (oral reports, class discussion, and/or projects) -Be consistent with expectations	Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing ELL supports should include, but are not limited to, the following:: - Extended time - Provide visual aids - Repeated directions - Differentiate based on proficiency - Provide word banks - Allow for translators, dictionaries

Anatomy & Physiology II Honors

Pacing Guide

Course Name	Resource	Standards
MP1		
UNIT 1 Cardiovascular System Lymphatic System 22 days	CHAPTERS 11-14	HS-LS1-1 HS-LS1-2
MP1		
UNIT 2 Respiratory System Digestive System 23 days	CHAPTERS 15-17	HS-LS1-1 HS-LS1-2
MP2		
UNIT 3 Endocrine System 22 days	CHAPTER 10	HS-LS1-1 HS-LS1-2 HS-LS1-3
MP		

Anatomy & Physiology II Honors

UNIT 4 Urinary System Reproductive System 23 Days	CHAPTERS 18-20	HS-LS1-1 HS-LS1-2
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