What's Included?

Unit Planning

- State & NGSS Standards document
- Unit Pacing Guide for 50 min classes
- Vocabulary terms for prefix/suffix work
- Differentiation ideas for honors students and virtual students ***Digital links for virtual learning found here**
- Honors assignment list

Notes

- Editable PowerPoint Presentation (30 slides)
- Cornell Notes Pages
  - Fill-in-the-blank (4 pgs)
  - Editable versions of all Cornell notes
- Doodle Notes Pages
  - 4 pages
  - Guide to Using Doodle Notes
  - Doodle Note Keys & Examples

Student Pages

- This folder contains duplicate copies of every student page. They are in order according to the pacing guide for QUICK PHOTOCOPYING if you are using the pacing guide as is.

Activities

- Sun & Your Skin (4 pgs)
- Fingerprint Investigation (3 pgs)
- Integumentary Disease Slide Project (3 pgs)
- Answer keys or grading rubrics for all activities

Extensions

- Digging Deeper: Moles & Skin Cancer*
- How Burns Affect Homeostasis
- Data Analysis: Burns & the Rule of Nines*
- Digging Deeper: Evaluation a Beauty Claim
- Answer Keys for all Extensions

*Honors Options

Review and Assessment

- Editable Task Card Review (20 cards) with answer sheet
- 2 diagrams of the integumentary system- Skin (1 pg), Anatomy of the Human Nail (1 pg)
- Integumentary System Test (paper)- both Honors and Regular versions with answer sheets and keys

Unit Planning:

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Included Resources by Folder:

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Notes
- PowerPoints: Editable Integumentary System PPT (30 slides)
- Cornell Notes Pages
  - 4 pages + Editable version
- Doodle Notes Pages
  - 5 pages (2 versions of epidermis included- 1 with stratum lucidum & 1 without)
  - Guide to Using Doodle Notes
  - Doodle Note Keys & Examples

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Not included:

Supplementary Resources
- Online Purpose Games: Epidermal Layers Game
- Ted-Ed Video: What Makes Tattoos Permanent?
- Video: Doing Your Hair & Nails in Space
- Video: The Science of Laser Hair Removal
- Patient Case Study: Scleroderma

Materials Needed
- Sun & Your Skin: UV beads, sandwich bags, sunscreen of various strengths, permanent markers, cookie sheets or trays (optional), computers
- Fingerprint Investigation: pencils, scrap paper, clear tape, protractors, calculators

Unit Overview Page
plus
Supplementary Resource Ideas
and **Materials Lists**

NGSS and State Standards Document

If your state isn't listed, contact me by email (support@suburbanscience.com) and I'll help you figure out which ones are covered!

Unit Guide

Standards:

Choosing Standards:
Although many states use NGSS, there are some states that do not. I worked hard to find other state standards, but if yours are not addressed, please send me an email at support@suburbanscience.com and I can help you determine which of your state standards are covered in this unit. Thank you!

NGSS for the Unit:
- 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.

Topic:	State:	Standards:
Integumentary System Anatomy	OH	**AP.SM.1** •The integumentary system consists of skin and accessory structures. The skin is composed of three layers: the epidermis, dermis, and hypodermis (subcutaneous layer). The accessory structures can include sweat glands, sebaceous glands, arrector pili muscles, hair follicles and nails. Skin functions include protection, temperature regulation, excretion and sensory perception. These occur through the processes of perspiration, skin production and shedding, vitamin D synthesis and repair.
	CO	**Standard IV, 4** a. Identify the three layers of the skin (epidermis, dermis, subcutaneous) with respect to tissue type, function, and substructures (glands, hair, nails)
	IN	**AP.3.1** Analyze the structural characteristics and functional importance of the integumentary system to maintaining homeostasis.
	GA	**SAP2** a. Construct an explanation about the relationship between the structures of the integumentary system and their role in protection, eliminating waste products, and regulating body temperature.
	UT	**Strand 4, Standards 4-6** -Describe the structures and functions of the integumentary system components: skin, glands, hair, nails. -Describe the major layers of skin: epidermis, dermis, subcutaneous (hypodermis). -Describe the functions of the following: Sudoriferous (sweat) glands, sebaceous (oil) glands.
	FL	**SC.912.L.14.50** Describe the function of the vertebrate integumentary system.
Integumentary Disease & Injury	OH	**AP.SM.1** Homeostatic imbalances are explored. These include, but are not limited to, burns, skin cancer, anhidrosis, acne, eczema or scleroderma.
	CO	**Standard IV, 4** b. Estimate the body surface area of an adult using the Rule of Nines. c. Classify burns based on depth of skin penetration. d. Describe the diseases and disorders associated with the integumentary system (skin cancer, herpes, boils, warts, impetigo).
	IN	**AP.3.2** Investigate the injuries, diseases, and causes associated with the integumentary system and evaluate the consequences.
	GA	None
	UT	Strand 4, Standard 7 Identify the following diseases and disorders of the integumentary system: skin cancers, decubitus ulcers, eczema, lesion, burns.

*Note: NGSS is a registered trademark of Achieve. Neither Achieve nor the lead states and partners that developed the Next Generation Science Standards were involve in the production of this product, and do not endorse it.

Editable Pacing Guides

50 min classes

Integumentary System Unit Pacing Guide

	Day	Intro	Instruct	Assess	Homework
Review	6	• Review prefix/suffix flashcards	• **Task Card Review**	• Informal discussion and questions	All: Study for Test
	7	• Review prefix/suffix flashcards	• Discuss answers from Task Card Review • **Digging Deeper: Evaluating A Beauty Claim**	• Informal assessment of student understanding during task card review • Informal check of Digging Deeper assignment	All: Study for Test
Assess	8	Review notes for test	• Take **Unit Test**	• Summative grade from unit test	

Using this Pacing Guide as is? You can print all the student pages in order from the "Student Pages" folder. (Quizzes and tests not included in Student Pages.)

50 min classes

Integumentary System Unit Pacing Guide

	Day	Intro	Instruct	Assess	Homework
Integumentary System Anatomy	1	Students add to prefix/suffix flashcards: • derm-, epi-, hypo-, kerat-	• Integ. System PPT- Section 1 & Section 2 • **Cornell Notes** (Epidermis, Dermis & Hypodermis)	• Cornell Notes summaries • Informal discussion and questions	
Integumentary Disease & Injury	2	Prefix/suffix flashcards: • melan-	• **Sun & Your Skin Lab** Materials: UV beads, zipper sandwich bags, sunscreen of various strengths, permanent markers, cookie sheets or trays (optional), computers	• Informal discussion and questions • Informal questioning during lab activity • Graded lab questions	Honors: **Digging Deeper: Moles & Skin Cancer**
Integumentary System Anatomy	3	Prefix/suffix flashcards: • pil-, seb-, sudor-, ungu-	• Integ. System PPT- Section 3 & 4 • **Cornell Notes** (Skin Glands, Hair & Nails)	• Cornell Notes summaries • Informal discussion and questions	All: • **Integumentary System Diagram** • **Anatomy of a Human Nail Diagram**
Integumentary Disease & Injury	4	Prefix/suffix flashcards: • papill-	• **Fingerprint Investigation** Materials: pencils, scrap paper, clear tape, protractors, calculators • **Burn Homeostasis**	• Informal discussion and questions • Informal questioning during lab activity • Informal check of Homeostasis answers • Graded lab questions	Honors: **Data Analysis- Burns**
	5	Review prefix/suffix flashcards	• **Integumentary System Diagram Quiz** (found with Diagram Keys) • **Anatomy of a Human Nail Diagram Quiz** • **Integumentary System Disease Slide**	• Diagram quizzes checked for accuracy • Informal observation of student progress	

Coincide with State Standards document in Unit Planning Folder

***Bold items** must be photocopied.

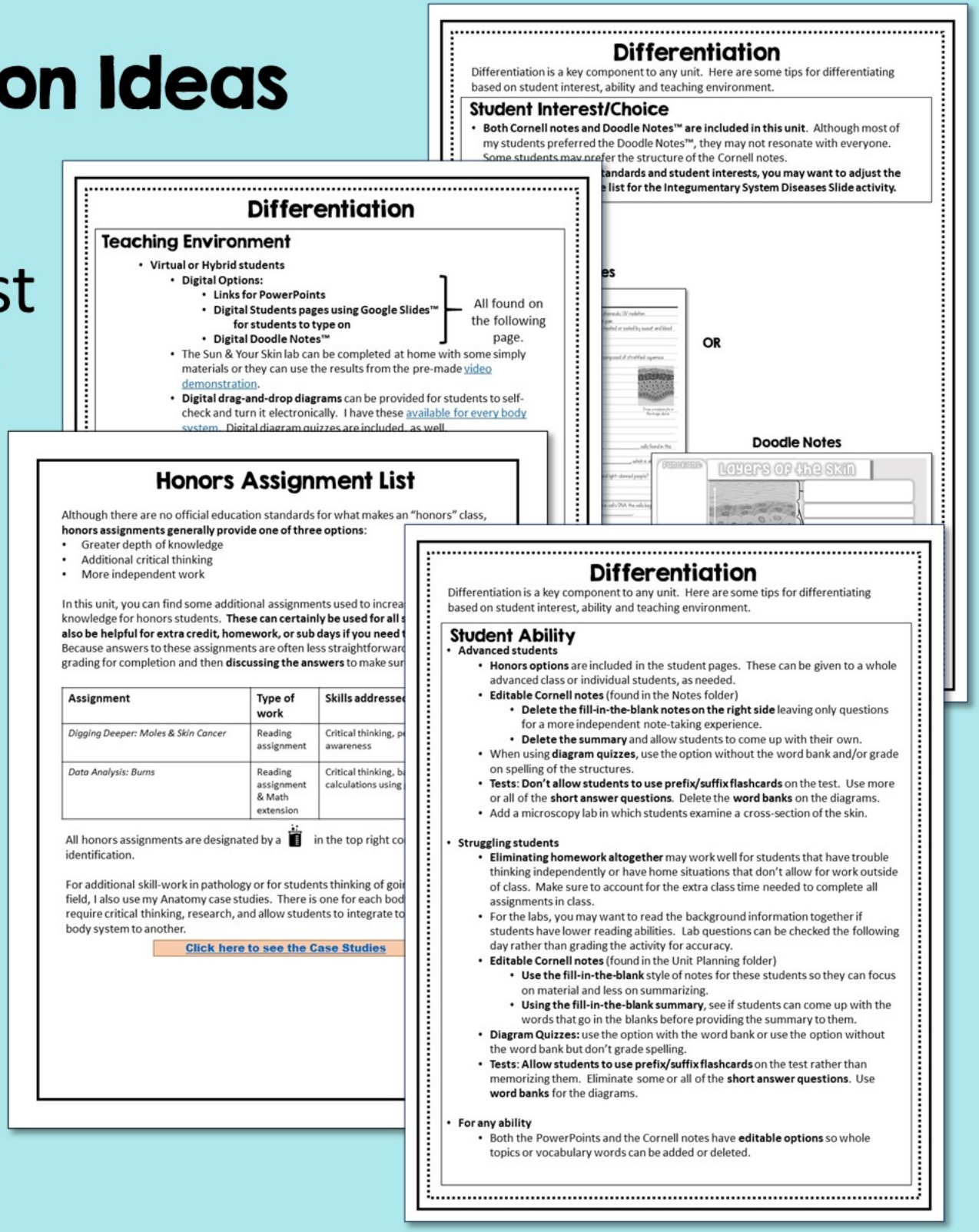
This icon is found on the top right corner of Honors pages for easy identification.

The daily topic coincide with the previous standards document.

Lesson planning is now quick and easy!

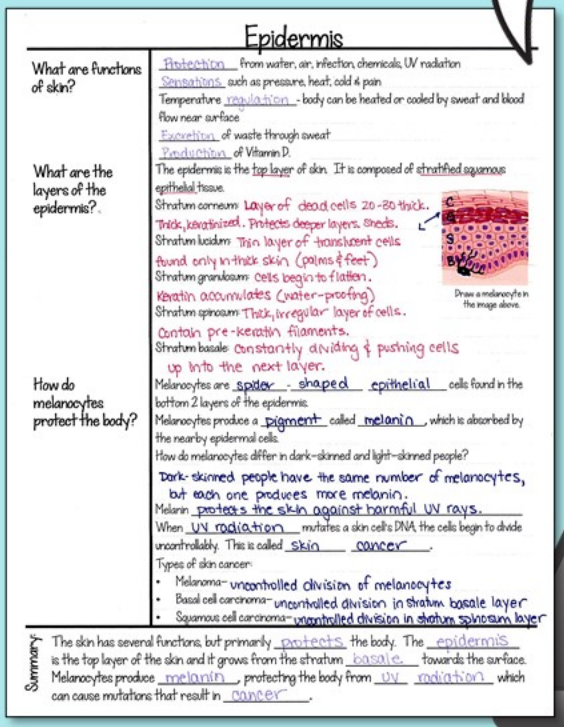
Differentiation Ideas for:

- Student Interest
- Student Ability
- Teaching Pace
- Teaching Environment (Virtual, in-class, or hybrid)



Every student page also comes in a digital version on Google Slides

Virtual, hybrid, or absent students can stay right on track!



Epidermis

What are functions of skin?

Protection from water, air, infection, chemicals, UV radiation
Sensations such as pressure, heat, cold & pain
Temperature regulation - body can be heated or cooled by sweat and blood flow near surface
Excretion of waste through sweat
Production of Vitamin D.

What are the layers of the epidermis?

The epidermis is the top layer of skin. It is composed of stratified squamous epithelial tissue.
Stratum corneum: Layer of dead cells 20-30 thick. Thick, keratinized. Protects deeper layers. Sheds.
Stratum lucidum: Thin layer of translucent cells found only in thick skin (palms & feet)
Stratum granulosum: Cells begin to flatten. Keratin accumulates (water-proofing)
Stratum spinosum: Thick, irregular layer of cells. Contain pre-keratin filaments.
Stratum basale: Constantly dividing & pushing cells up into the next layer.

Draw a melanocyte in the image above.

How do melanocytes protect the body?

Melanocytes are spider - shaped epithelial cells found in the bottom 2 layers of the epidermis.
Melanocytes produce a pigment called melanin, which is absorbed by the nearby epidermal cells.
How do melanocytes differ in dark-skinned and light-skinned people?
Dark-skinned people have the same number of melanocytes, but each one produces more melanin.
Melanin protects the skin against harmful UV rays.
When UV radiation mutates a skin cell's DNA, the cells begin to divide uncontrollably. This is called skin cancer.
Types of skin cancer:
- Melanoma- uncontrolled division of melanocytes
- Basal cell carcinoma- uncontrolled division in stratum basale layer
- Squamous cell carcinoma- uncontrolled division in stratum spinosum layer

Summary: The skin has several functions, but primarily protects the body. The epidermis is the top layer of the skin and it grows from the stratum basale towards the surface. Melanocytes produce melanin, protecting the body from UV radiation which can cause mutations that result in cancer.

Can be used in Google Classroom, Microsoft OneDrive or many other platforms!

Greek and Latin Roots for Medical Terminology Practice

Anatomical Prefixes/Roots/Suffixes:

	Term	Definition
Integumentary System	derm-	skin
	epi-	upon
	hypo-	below
	kerat-	hard
	melan-	dark
	papill-	nipple
	pil-	hair
	seb-	oil
	sudor-	sweat
	ungu-	nail

Using Prefixes/Suffixes in your Classroom:

Why study prefixes and suffixes at all?

The basis of scientific terminology comes from Latin & Greek. By teaching science students Latin & Greek prefixes, suffixes and root words, they can learn to dissect new scientific terms when they come across them in news articles or textbooks. This is a great way to train our students to be scientifically literate adults. Even if they don't remember all the facts they've memorized in this class, they can interpret scientific information from the media and from their own doctors.

How can you use them in class?

- **How I do it:**
  - **Beginning of the year:** I ask students to bring in a stack of 300 3"x5" index cards. I always have a few extra on hand for students that forget or can't afford them, although they're fairly inexpensive.
  - **Beginning of (almost) every class**: I write any prefixes and suffixes that are relevant to that day's topic on the board along with the definition. Students record the prefix/suffix on one side of an index card and the definition on the other. If there aren't any terms for that day, students can review the terms they already have written down.
  - **On test day:** I add approximately two scientific words to the end of every unit test. These are words that relate to the unit but are not ones we have discussed in class. Students must use the prefixes/suffixes we've studied to interpret the meaning of the new term. For on-level or advanced classes, I recommend not letting students use their index cards on the test, but for low-level students, it may be beneficial to allow it.

xes in your Classroom:

Helpful tips for using cards:

- **Always have a master list of the terms you've given out or keep your own set of notecards.** It may be helpful to have students write the date in the top corner of the card. This allows **absent students** to copy the terms they missed when they return.
- **Starting class with these terms is a great way to give yourself a few more minutes to get organized**. Students can always review their index cards or quiz each other if you need a few more minutes.
- **Students will need some way to keep the cards organized-** put them on a ring, rubber band them together, or keep them in a bag.
- **Students add to these index card stacks throughout the year without removing terms**. The course builds on itself, so it's always beneficial to review terms from previous units as well as the current unit. You may find that some terms are duplicated from one unit to another. **No need to have students write the same term twice.**
- For advanced students, you may want to have them **look up the definition in a textbook** rather than providing it to them.

e sure to mention these prefixes and suffixes again as they come p in class. **Using the terms in context** is the best way for students o recognize and remember them.

prep sub plans:

tudents can **type the terms into Quizlet** or a similar site and quiz emselves.

tudents can **make up scientific terms (real or not)** and have other tudents interpret the meaning of the term.

se a blank bingo board (provided on the next page) and have tudents fill in the definitions for the current or past unit in any lank. The sub can call out a prefix or suffix and students mark off e definition until someone wins bingo.

*This is another important reason to have a master list or set of cards for all the terms students have already learned.

A great way to encourage scientific literacy and prepare students for higher level science courses.

Highly Visual PowerPoint Presentation

30 **editable**, fully-animated slides

What are the characteristics of the dermis?

- The dermis is composed of 2 layers:
  - The **papillary layer** made of loose connective tissue
  - The **reticular layer** made of bundles of collagen fibers
- The arrangement of the collagen fibers cause **lines of cleavage** or **lines of tension**.

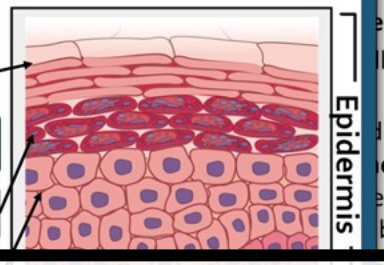
What are the layers of the epidermis?

- The top layer of the skin
- Composed of stratified squamous epithelial tissue

Stratum corneum- Layer of dead cells 20-30 thick. Thick, keratinized cells protect the deeper layers. Regularly shed from the body.

Stratum lucidum- (clear layer)- a thin layer of translucent cells only found in thick skin of the palms and soles of feet

Stratum granulosum- Cells here begin to flatten and disintegrate. Accumulate keratin granules, responsible for water-proofing the skin.

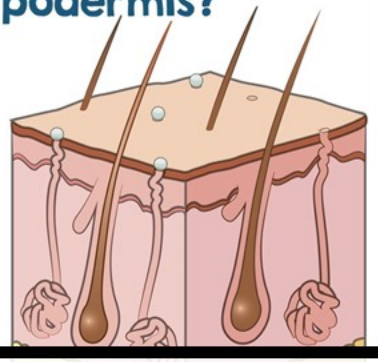


What are the characteristics of the hypodermis?

is is also
the
eous layer
lly a part of

l of **loose,**
ective tissue
cts the skin to
bone

ates and stores



Sample Slides

- Apocrine sweat glands contain all the traditional components of sweat **PLUS fatty substances and proteins**.
- Originally odorless, but **bacteria begin to break down fat & proteins causing body odor**.
- Increase during puberty & may be similar to scent glands of animals.

What is the function of hair?

- Hair & nails are made of **hard keratin**
- We have millions of hairs on most parts of our body
- **Functions**:
  - Head hair keeps in heat and protects us from the sun
  - Body hair alerts us to insects
  - Eyelashes protect the eyes
  - Nose hair prevents the entry of foreign objects

What is the structure of a nail?

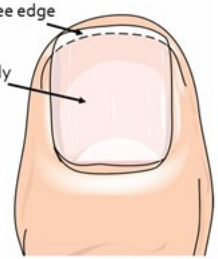
ails are **protective** and useful as
ols.
x: picking things up, scratching

ails have 4 basic parts:

ree edge
Body
Root
Nail bed

visible

not visible



Two note-taking styles are included:

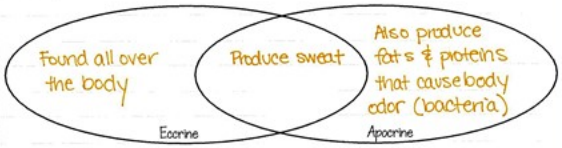
Cornell Notes

Skin Glands

What are the characteristics of sudoriferous (sweat) glands?

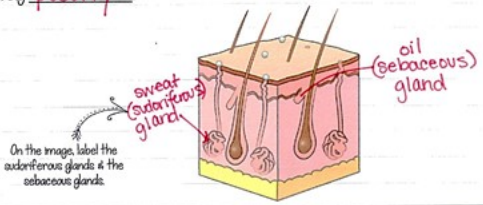
There are 2 types of sudoriferous glands:
1. Eccrine: Merocrine sweat glands that are abundant & often found on the palms, soles of feet & forehead
2. Apocrine: found almost exclusively in armpit & genital areas

Eccrine sweat glands are long tubes that open into pores on the surface of the skin.
Sweat is 99% water with trace amounts of salts, vitamins, wastes, and an antimicrobial peptide called dermcidin. Sweat is generally acidic.
How do apocrine sweat glands differ from eccrine sweat glands?



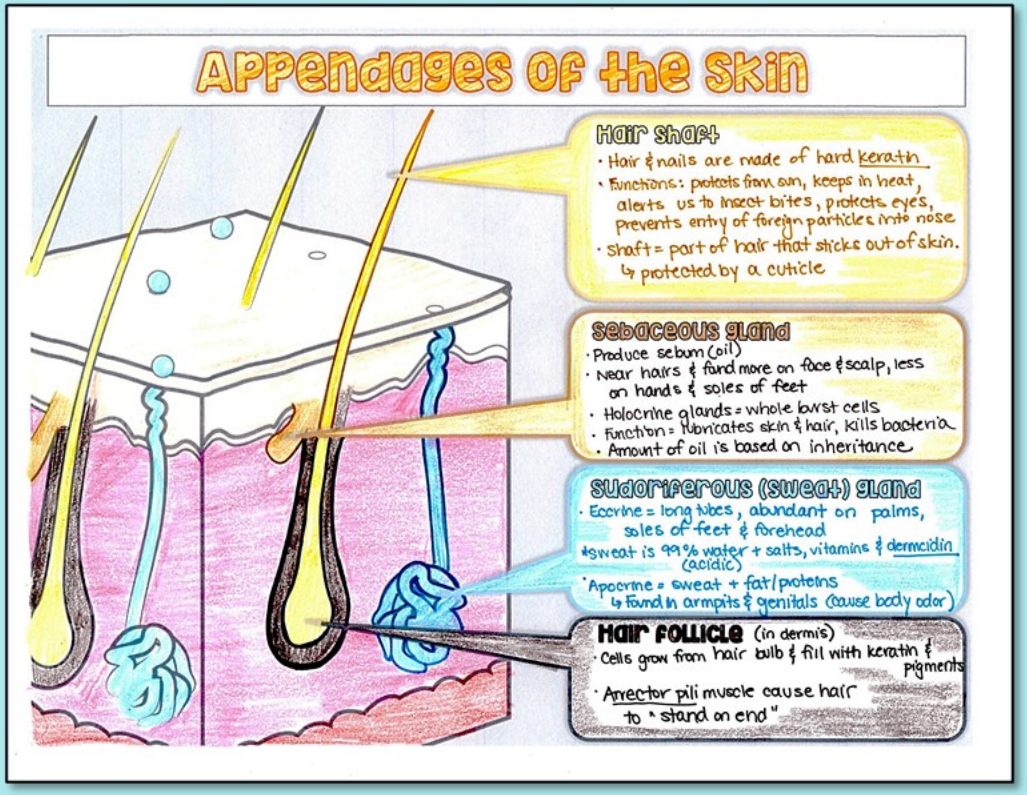
What are the characteristics of sebaceous (oil) glands?

Produce sebum (oil)
Because sebum is usually secreted onto hair, there are more oil glands on the scalp and face and none on the palms or soles of feet.
Sebaceous glands are holocrine glands (whole burst cells).
Function: lubricates skin & hair, kills bacteria
The amount of oil produced is based on inheritance, but usually increases during puberty.



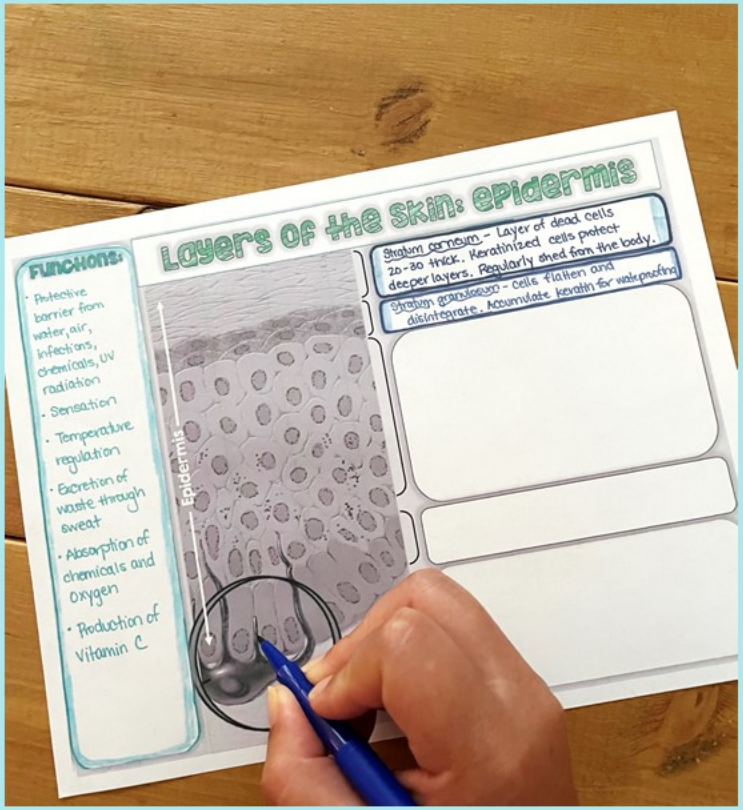
Summary: The sudoriferous glands are long tubes that release sweat. If they also produced fats and proteins, they are apocrine glands. Sebaceous glands are found near hair and produce sebum (oil).

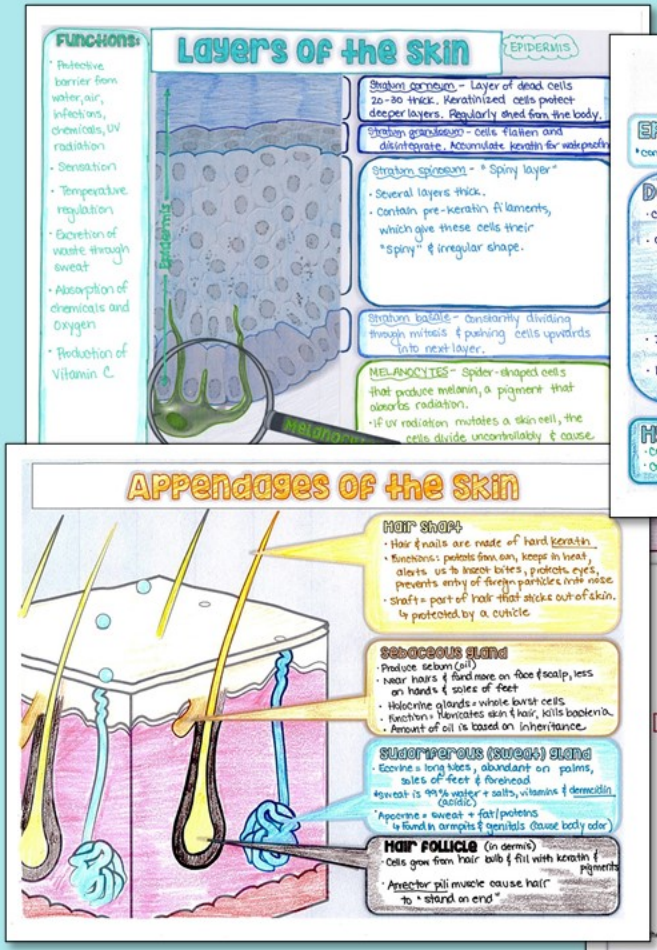
Doodle Notes ™

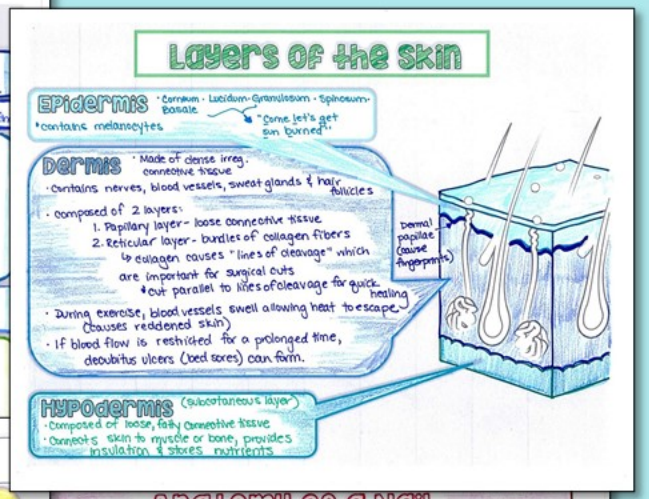


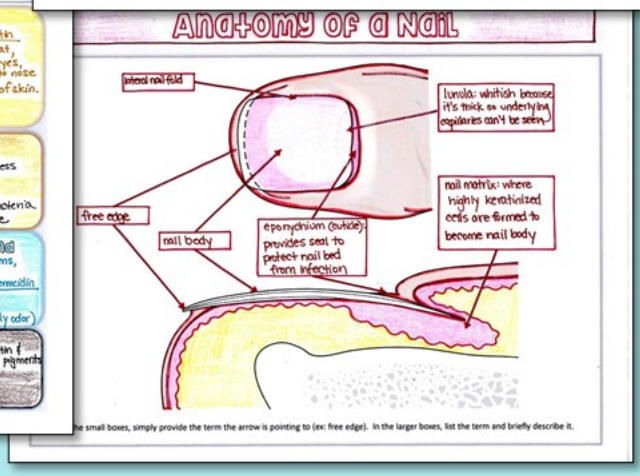
Both coincide perfectly with the presentation for **error-proof notes**!

4 pages of Doodle Notes





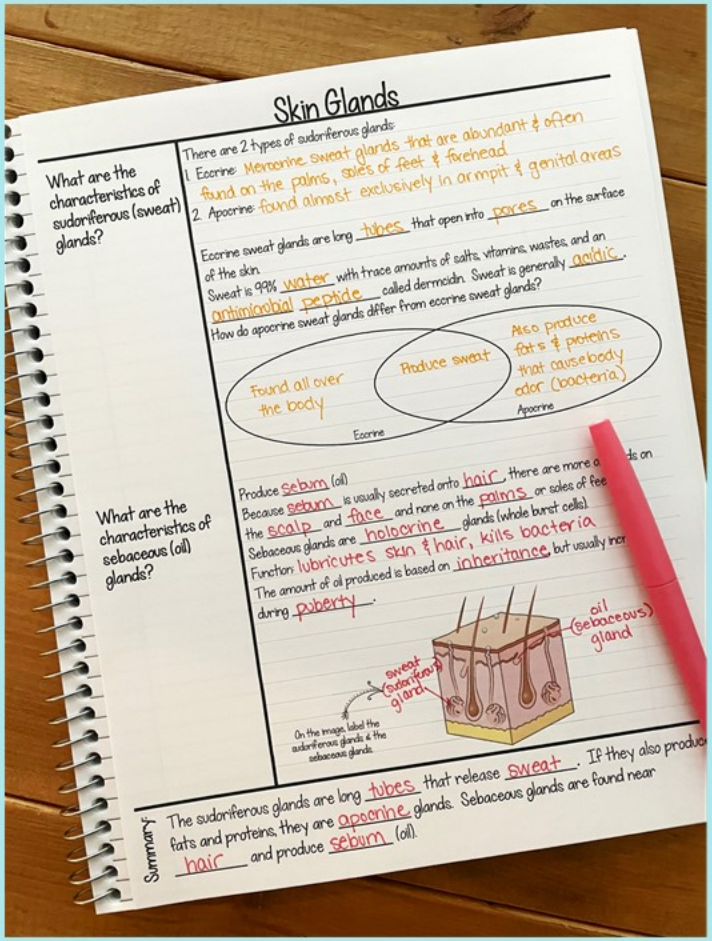




Doodle Notes™ increase student focus and memory- and they're great fun!

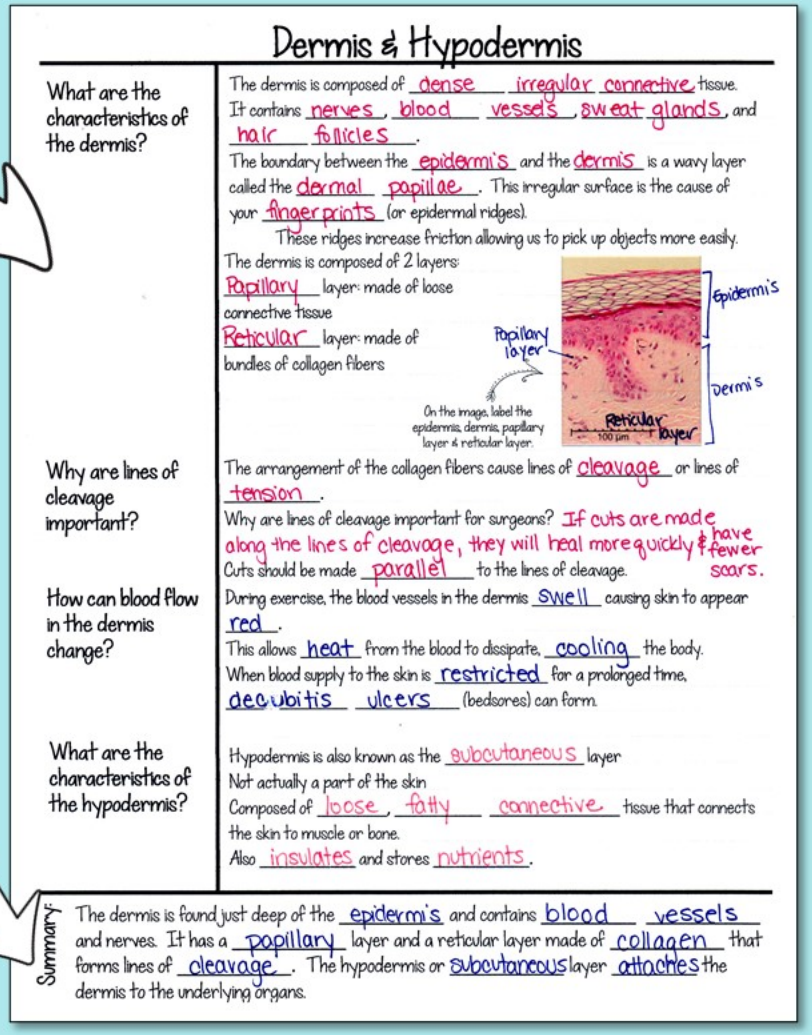
A guide for using them in your classroom is included.

4 pages of Cornell Notes



Big concept questions

Content summary for each page

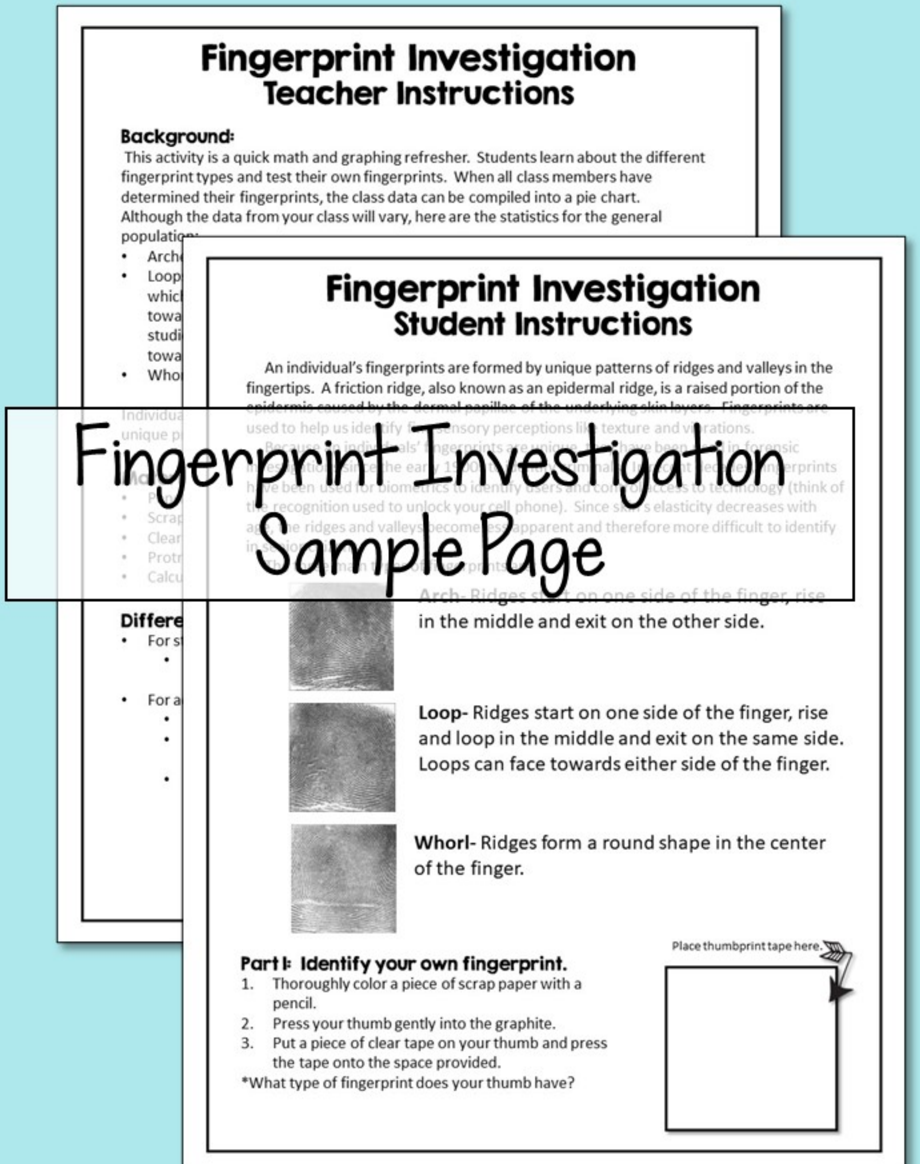


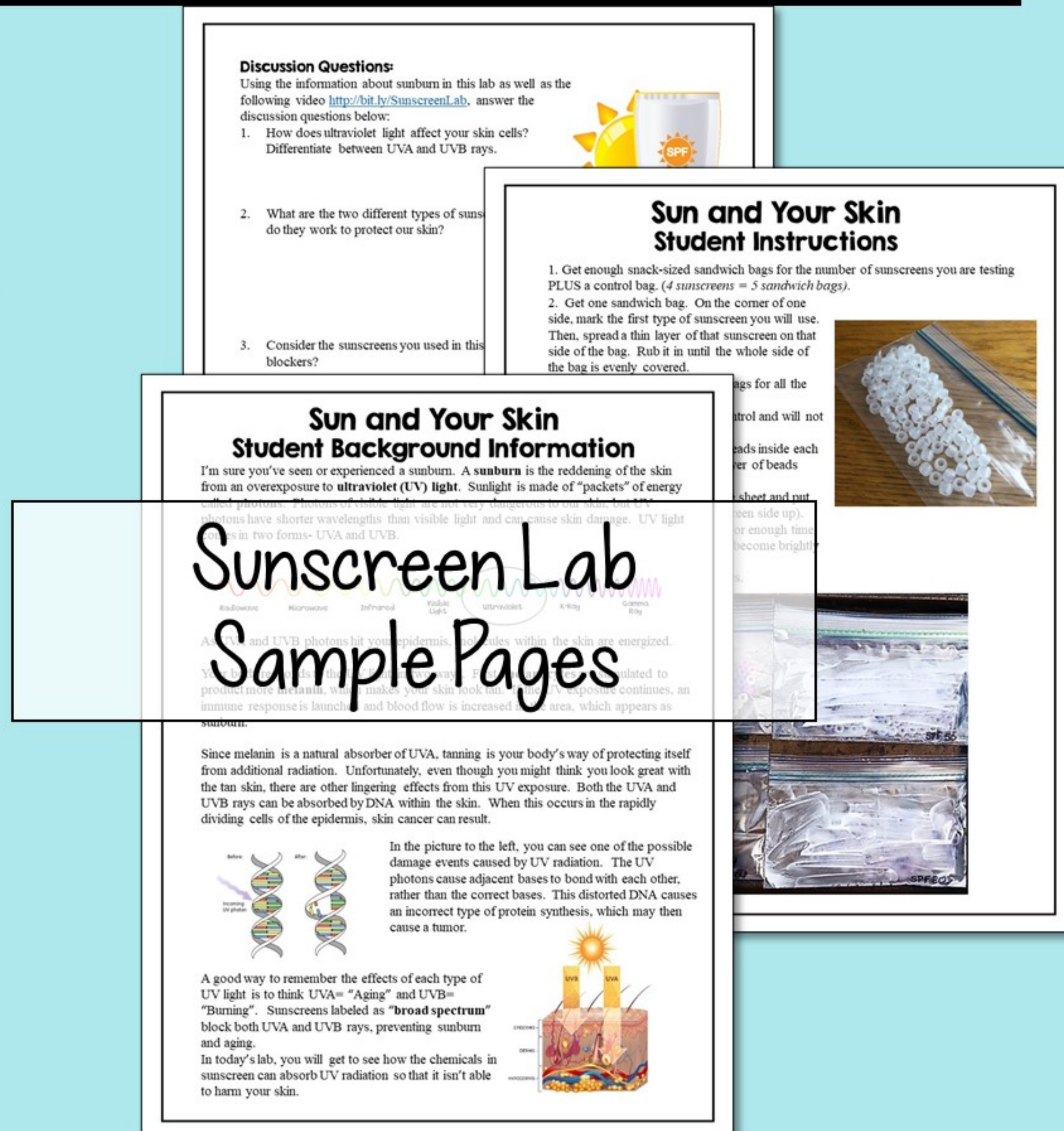
Each page is **editable**.

Add and delete text, questions, and summaries to meet the needs of your students.

Includes 3 Activities

- Fingerprint Investigation
- Sunscreen Lab
- Integumentary Disease Slide Project





Integumentary Disease Slide Project Sample Pages

Slide Grading Rubric

*Above Standard descriptors are blank to encourage you to think about creative ways to WOW your teacher!

	Below standard	Approaching Standard	Meets Standard	Above Standard
	Missing visual requirements to communicate information.	Uses space, lettering, and colors that confuse information or does not clearly or accurately communicate.	Information is enhanced through use of space, lettering, and colors. • Main title • headings	
	Graphics are missing.	Graphics are confusing.	Graphics are carefully chosen and include a minimum of • 1 image or chart	
	Slide does not include all topics	Slide includes accurate facts but	Slide includes all required topics and ses carefully chosen cts. Accurate information Symptoms of the disease Treatment of the disease	
			ide demonstrates ffective an owledgea le use of vocabulary words at are on an opropriate evel.	

Integumentary Disease Slide
Student Planning Page

Project Topic: _____ **Due Date:**

Research Notes:

Sources:

Integumentary Disease Slide
Student Instructions

TASK: Make a Google slide to explain a skin condition to the rest of your class.

STARTING YOUR PROJECT:

1. Go to Google and create a new Google Slides presentation.
2. Change the size of the slide that automatically opens.
3. Save your work. When you're finished, share the final project with your teacher.

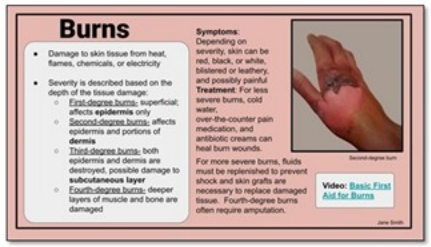
REQUIREMENTS: Create a slide to explain information with a **minimum** of:

- A slide title of the condition
- 1 related image or chart
- Symptoms of the disease
- Treatment of the disease
- 3+ scientific facts about the condition
- Your name

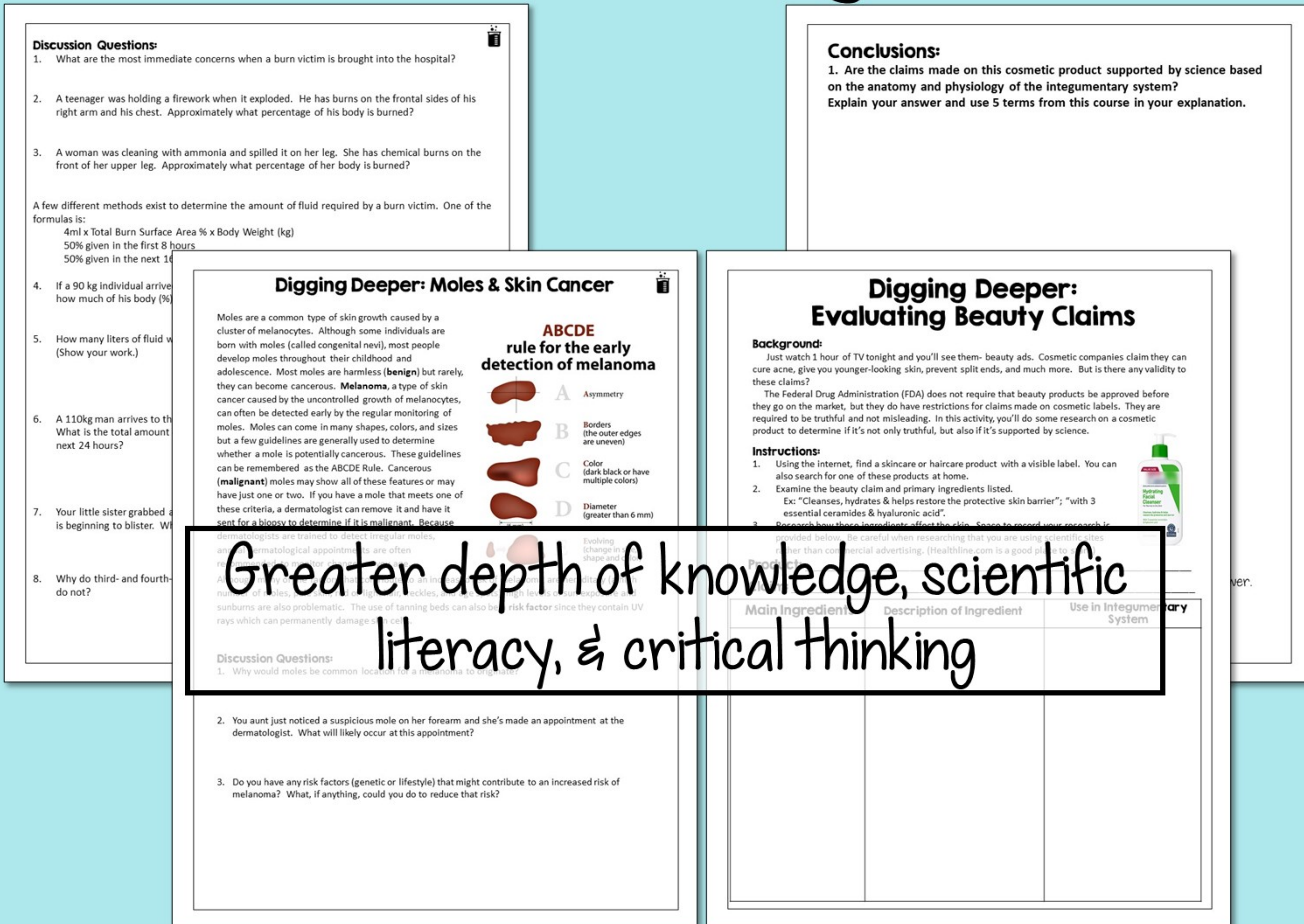
POSSIBLE CONDITIONS TO RESEARCH:

- ❑ Impetigo
- ❑ Boils
- ❑ Warts
- ❑ Anhidrosis
- ❑ Herpes
- ❑ Eczema
- ❑ Rosacea
- ❑ Acne
- ❑ Psoriasis
- ❑ Ichthyosis
- ❑ Vitiligo

SAMPLE PROJECT:
This is an example of an "A" project. It includes the above requirements as well as a first aid video and extra explanation where appropriate. In order to keep the slide brief and informational, full sentences are not required.



Extension Pages



Extension Pages

Discussion Questions:

1. What are the most immediate concerns when a burn victim is brought into the hospital?
2. A teenager was holding a firework when it exploded. He has burns on the frontal sides of his right arm and his chest. Approximately what percentage of his body is burned?
3. A woman was cleaning with ammonia and spilled it on her leg. She has chemical burns on the front of her upper leg. Approximately what percentage of her body is burned?

A few different methods exist to determine the a… of fluid… Parkland formula is:

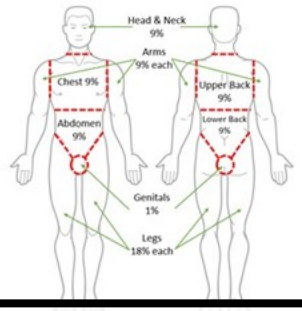
4ml x Total Burn Surface Area % x Body We…
50% given in the first 8 hours
50% given in the next 16 hours

4. If a 90 kg individual arrived in the emergency… how much of his body (%) would you estima…
5. How many liters of fluid would you give this… (Show your work.)
6. A 110kg man arrives to the hospital with thi… What is the total amount of fluid (in Liters) t… next 24 hours?
7. Your little sister grabbed a hot skillet that sh… is beginning to blister. What type of burn is …
8. Why do third- and fourth-degree burns requ… do not?

Data Analysis: Burns

Burns are one of the most serious tissue injuries that can happen to an individual. Burned tissue can result from heat, overexposure to the sun or other radiation, or contact with flames, chemicals, or electricity. Without skin as a barrier, two life-threatening concerns arise: limiting fluid loss and preventing infection.

It is important to immediately replenish any fluids lost from the burn site without overhydrating the victim. Loss of fluids can cause the kidneys and heart to shut down, resulting in shock. To efficiently determine the amount of fluids required, medical professionals use a method called **The Rule of Nines** to estimate the extent of the tissue damage. Burns near the head, face, and neck c… be partic… dangerous because swelling can be swollen or restricted. To prevent infections … damaged tissue begins to decay… are cared… wrapped and treated. It is essential … with serious burns receive medical … quickly.



The Rule of Nines

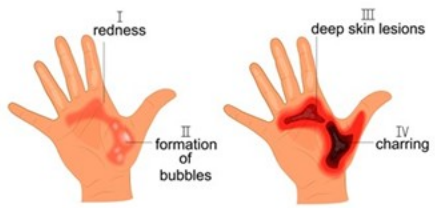
Burns are categorized by their severity, which is determined by the depth of the burned tissue. The deeper the tissue damage, the more severe the burn.

First degree burn- … epidermis … red, painful, and blistered.

Second degree burn- … dermis … damaged …

Third degree burn- Both epidermis and dermis are destroyed and possibly portions of the hypodermis, as well (known as full-thickness burns). Blisters and blackened skin is present, but the burns are not painful because the nerve endings have been damaged.

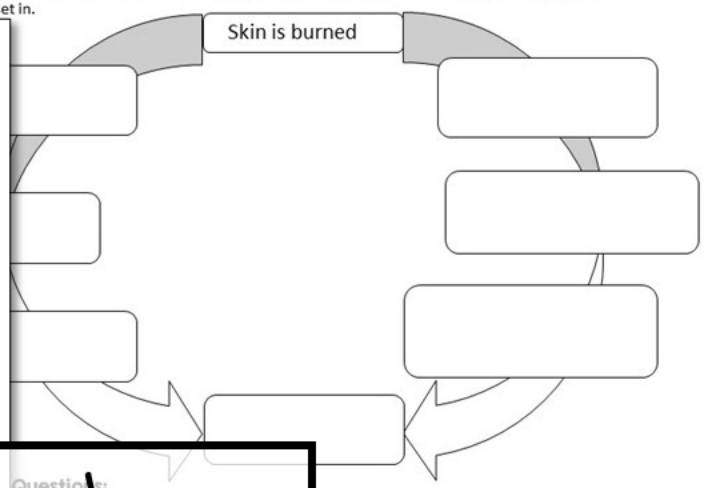
Fourth degree burn- Damaged tissue extends into deeper layers such as bone and muscle. First and second degree burn leave some epithelial tissue intact, so regeneration is likely and scars usually don't develop. Third and fourth degree burns require skin grafts to recover the damaged area because epithelial tissue is no longer present for regrowth.



Burn Homeostasis

Burn Dehydration

When skin is burned, the damaged tissue can no longer protect the body. Burned skin is no longer able to retain fluids and electrolytes within the underlying tissue, protect the body from infectious agents, and thermoregulate through the dilation and contraction of blood vessels. If the burns are not deep or extensive, the skin can regenerate to restore homeostasis. However, if the burn is severe, the burn victim must receive medical intervention immediately to offset these losses before dehydration, hypothermia and shock set in.



Questions:

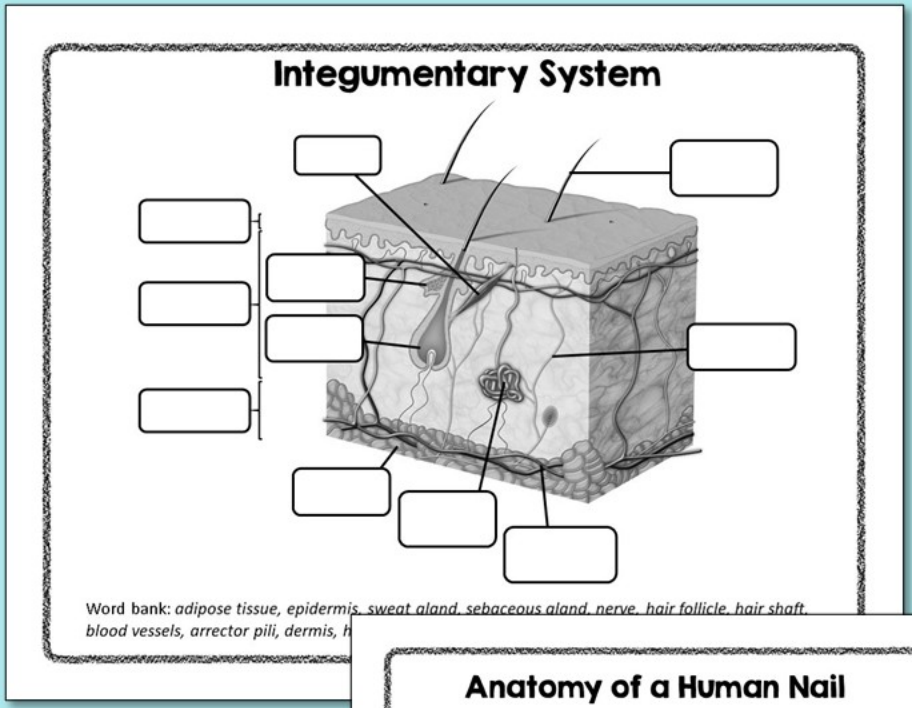
…wing statements on the image above: *…tact dermis regenerates, homeostasis restored, …s unable to regenerate, fluids & he… are lost (use twice), temperature & fluid levels through medical intervention, fluid & temp…rature stabilizes*

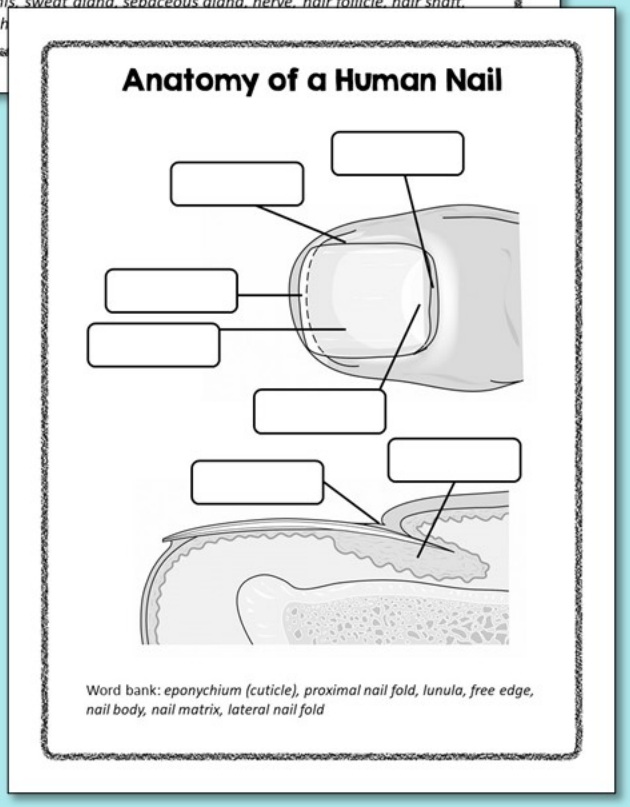
…arrows above, label one arrow *severe bu…* and label the other *superficial burn.* Choose … based on the steps involved.

…levels and hypothermia were addressed, …hat would be the next concern a medical … while the burns were healing?

Math extensions & homeostatic imbalances

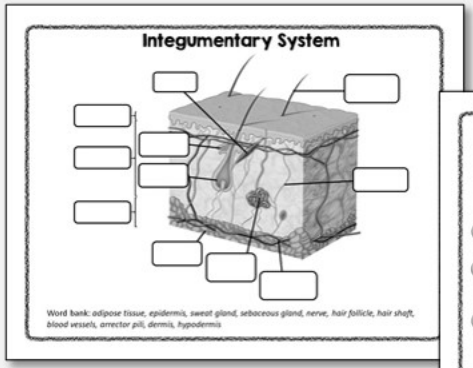
Anatomical Diagrams

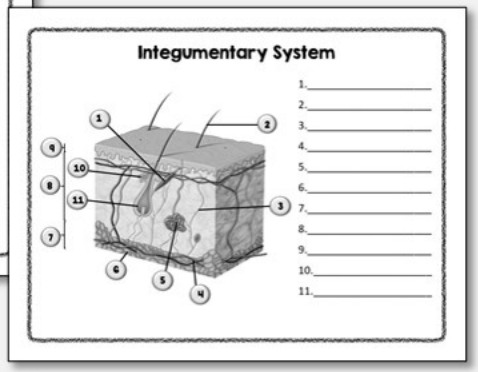


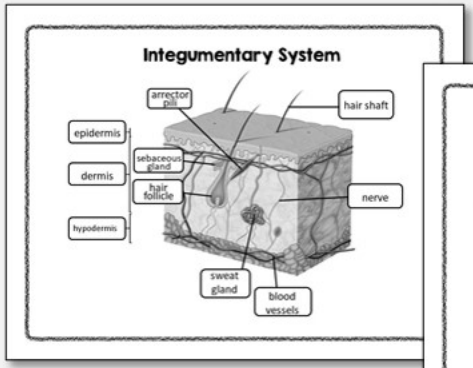


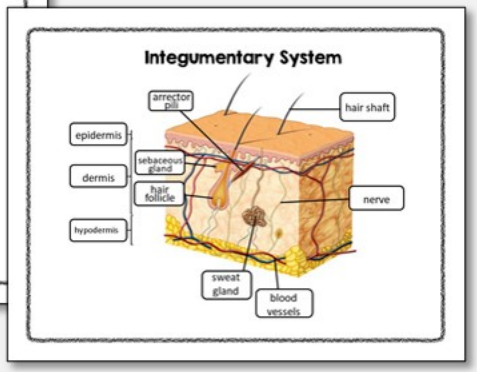
Each diagram comes in 4 versions:

1. Fill-in the blank with word bank
2. Numbered quiz
3. Labeled black & white
4. Labeled color









20 Editable Task Cards for Review

1. Name 4 functions of skin.

2. Which layer of the epidermis is only found in the palms and soles of the fe

3. Name the layers of the skin from bottom to top.

4. What pigment protects skin from UV ation? Where is this pigment ced?

5. In which layer of the skin would a *basal cell carcino* begin

6. Identify these skin layers:

7. Dermal papillae found between the epidermis and dermis form what commonly known feature?

8. What are the 2 major layers of the dermis? How does their structure differ?

Sample Task Cards

Using Editable Task Cards

How to set-up:

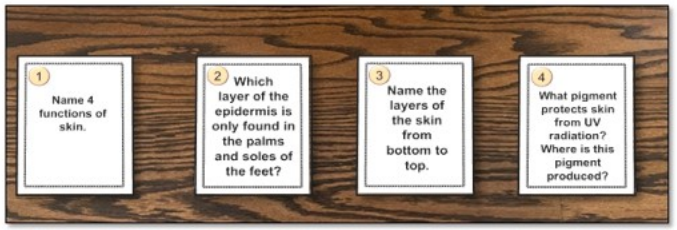
1. Print the cards on cardstock or paper.
2. Cut the pages so that each card is separate. If you'd like to use them in future years, it may be worth laminating them to protect them from student writing and other damage.
3. Place each task card at a seat around the room.
4. Students will rotate to each seat until all cards are finished. Answers are recorded on their "Task Card Answer Sheet" or notebook paper.

*TIP: It is important to set a timer for how long students have. Usually 2 minutes is appropriate. Without a timer, students will get backed up while rotating and chaos will ensue. ☺

Teacher Tips

Modifications:

- These task cards are editable so you can change the text on any card.
- There are additional cards at the end of the document for adding questions. Be sure to add the correct number, as well!
- If moving around your room isn't possible, you can have students pass the cards in one direction.
- Other options:
  - Students can use notes or not depending on the level of memorization you expect prior to reviewing.
  - Students can work in pairs, which adds confidence.

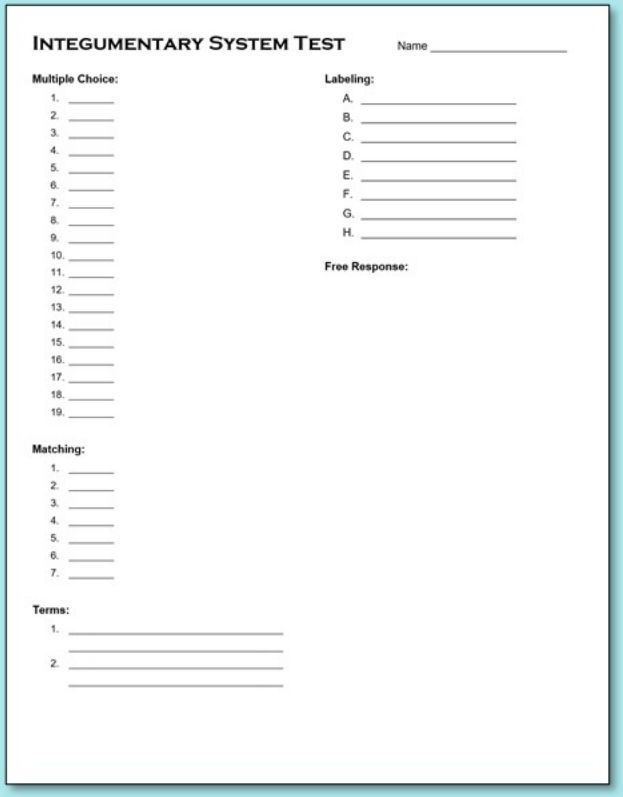


Assessments

Editable Unit Test

- 19 multiple choice questions
- 7 matching questions
- 2 Greek/Latin term questions
- 1 labeled diagram
- 7 free response questions

Two Versions: Honors & Regular



INTEGUMENTARY SYSTEM TEST Name _____

Multiple Choice:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____

Matching:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

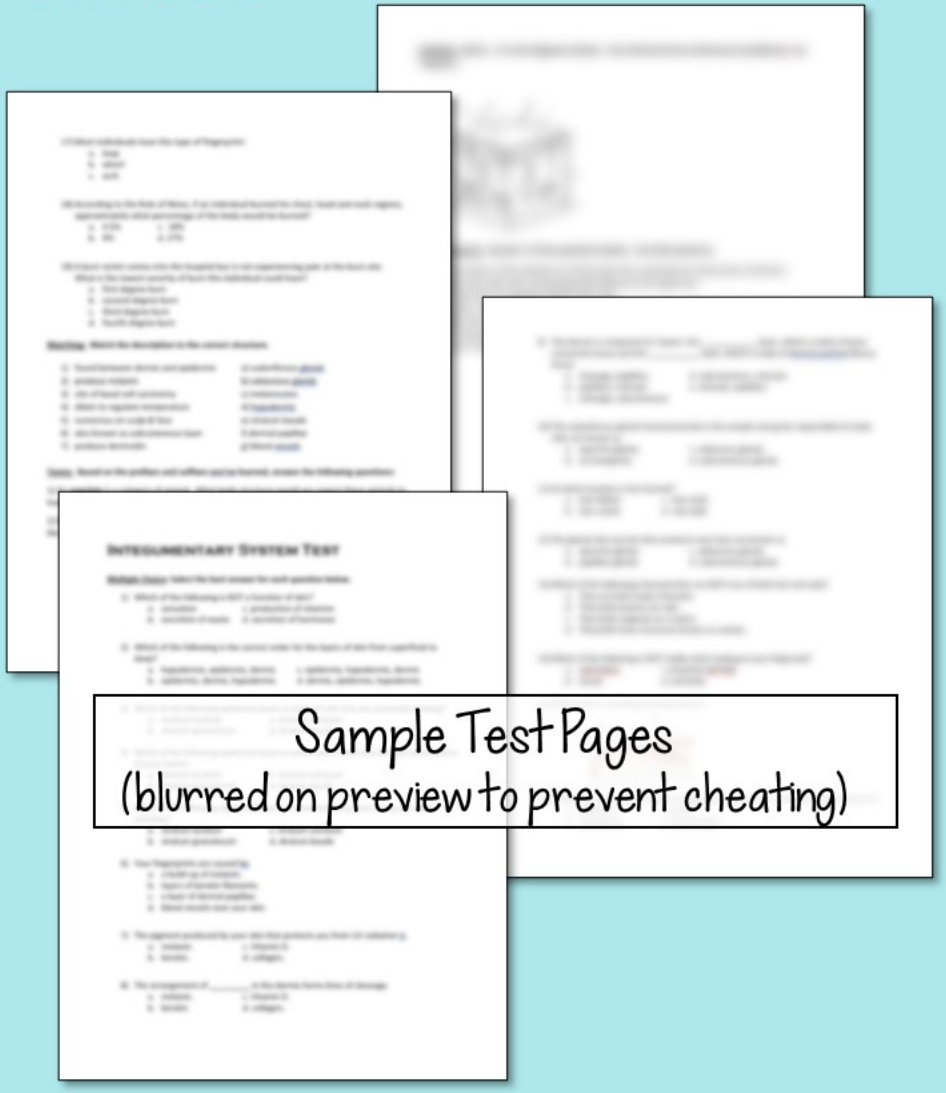
Terms:

1. _____
2. _____

Labeling:

A. _____
B. _____
C. _____
D. _____
E. _____
F. _____
G. _____
H. _____

Free Response:



Sample Test Pages
(blurred on preview to prevent cheating)

Student answer sheet & answer keys included (both fully editable)

I'd love to hear from you!

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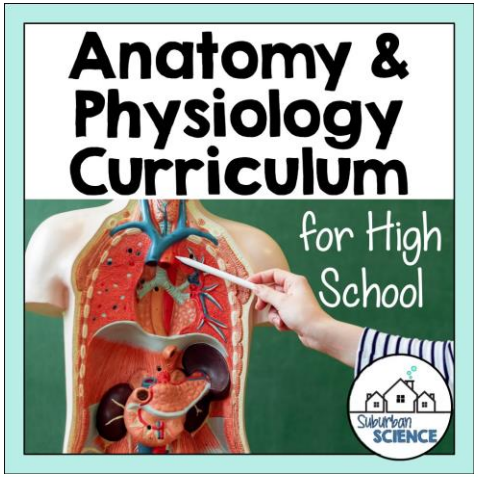
Didn't meet your needs?

Please email me (support@suburbanscience.com) so I can **respond directly** to your concerns. Your satisfaction is my goal.

This unit is part of my Full Anatomy & Physiology Curriculum.



The full course includes resources for every body system. If you **choose to purchase this full curriculum** after purchasing this unit, you can **receive a refund for the duplicate** unit. See the TpT return policy for details.

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Want to connect?

I sincerely hope this resource will make your school year easier and more fun.

For more teaching tips and ideas, subscribe to my email list or check out my blog.

You can also follow me on TpT or social media:

Sincerely,
Anne from Suburban Science