

# Plymouth Public Schools' Science and Technology/Engineering Program High School Human Body Systems Course Learning Standards

STE1042 Human Body Systems Honors

STE1043 Human Body Systems CP1

## Project Lead the Way Standards and Objectives Alignment

The project-based aspects of this program give students a chance to apply what they know, identify a problem, find unique solutions, and lead their own learning. This program was developed collaboratively with evidence-based best practices and problem-based learning experiences. It is aligned with Common Core State Standards in Math and English Language Arts, Next Generation Science Standards, Standards for Technological Literacy, and the National Consortium for Health Science Education Standards. The program is flexible and customizable so that the Plymouth Public Schools can meet local curricular and community needs as well. All Project Lead the Way courses are also designed to complement math and science courses offered by our schools. Included below are the appropriately aligned Next Generation Science Standards. (Excerpts from Project Lead the Way Standards Alignment documentation and Next Generation Science Standards)

## LS1. From Molecules to Organisms: Structures and Processes

- 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.
- HS-LS1-6. Construct and revise an explanation based on evidence for how carbon, hydrogen, and oxygen from sugar molecules may combine with other elements to form amino acids and/or other large carbon-based molecules.
- HS-LS1-7. Use a model to illustrate that cellular respiration is a chemical process whereby the bonds of food molecules and oxygen molecules are broken and the bonds in new compounds are formed resulting in a net transfer of energy.

## LS2. Ecosystems: Interactions, Energy, and Dynamics

HS-LS2-3. Construct and revise an explanation based on evidence for the cycling of matter and flow of energy in aerobic and anaerobic conditions.

## LS3. Heredity: Inheritance and Variation of Traits

HS-LS3-1. Ask questions to clarify relationships about the role of DNA and chromosomes in coding the instructions for characteristic traits passed from parents to offspring.

HS-LS3-2. Make and defend a claim based on evidence that inheritable genetic variations may result from: (1) new genetic combinations through meiosis, (2) viable errors occurring during replication, and/or (3) mutations caused by environmental factors.

## PS1. Matter and Its Interactions

HS-PS1-6. Refine the design of a chemical system by specifying a change in conditions that would produce increased amounts of products at equilibrium.

## PS2. Motion and Stability: Forces and Interactions

HS-PS2-5. Conduct an investigation and evaluate the experimental design to provide evidence that fields exist between objects exerting forces on each other even though the objects are not in contact.

## PS3. Energy

HS-PS3-1. Create a computational model to calculate the change in the energy of one component in a system when the change in energy of the other component(s) and energy flows in and out of the system are known.

HS-PS3-2. Develop and use models to illustrate that energy at the macroscopic scale can be accounted for as a combination of energy associated with the motions of particles (objects) and energy associated with the relative position of particles (objects).

HS-PS3-3. Design, build, and refine a device that works within given constraints to convert one form of energy into another form of energy.

HS-PS3-4. Plan and conduct an investigation to provide evidence that the transfer of thermal energy when two components of different temperature are combined within a closed system results in a more uniform energy distribution among the components in the system (second law of thermodynamics).

ETS1. Engineering Design

HS-ETS1-2. Design a solution to a complex real-world problem by breaking it down into smaller, more manageable problems that can be solved through engineering.

HS-ETS1-3. Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics, as well as possible social, cultural, and environmental impacts.