Learning Targets:

Nutrition and the Digestive System

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| I can: | Vocabulary |
| 1. Identify and explain the information on a food label.
2. Identify the main structures and understand their functions in the human digestive system.
3. Explain how a human’s internal structures are adapted to allow specific functions.
4. Demonstrate my understanding of the complementary nature of the digestive system to the human body.
5. Explain the process of homeostasis and give an example from the human digestive system.
6. Explain what elements are contained in organic compounds.
7. Explain the difference between physical and chemical changes in matter in the digestive system.
8. Describe how large molecules are broken down into smaller molecules (example: carbohydrates to sugars).
9. Show how energy transforms from chemical energy to heat/thermal energy in digestion.
 | * structure •epiglottis
* function •pharynx
* food •saliva
* nutrients •enzyme
* calorie/Calorie •esophagus
* carbohydrate •mucus
* simple carbohydrate •peristalsis
* complex carbohydrate •stomach
* glucose •liver
* starch •gallbladder
* cellulose •large intestine
* fiber •small intestine
* fat •duodenum
* unsaturated fat •appendix
* saturated fat •pancreas
* cholesterol •rectum
* protein •mechanical digestion
* amino acid •salivary glands
* vitamin •chemical digestion
* mineral •bile
* percent daily value •villus/villi
* MyPlate •anus
* digestion •cell
* absorption •tissue
* organ •organ system
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| TEKS7.6A The student knows that organic compounds contain carbon and other elements such as hydrogen, oxygen, phosphorus, nitrogen or sulfur.7.6B The student can distinguish between physical and chemical changes in matter in the digestive system.7.6C The student recognizes how large molecules are broken down into smaller molecules, such as how carbohydrates can be broken down into sugars.7.7B The student can illustrate the transformation of energy within an organism such as the transfer from chemical energy to heat and thermal energy in digestion.7.12 A The student knows that living systems at all levels of organization demonstrate the complementary nature of structure and function.7.12B The student recognizes levels of organization in plants and animals, including cells, tissues, organs, organ systems, and organisms. |