Learning Targets:

Skeletal, Muscular and Integumentary Systems

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| I can: | Vocabulary |
| 1. Identify the main structures and understand their functions in the human skeletal system. 2. Identify the main structures and understand their functions in the human muscular system. 3. Identify the main structures and understand their functions in the human integumentary system. 4. Explain the levels of organization in the human body. 5. Compare the functions of a cell to the functions of an organism. 6. Explain how an organism’s internal structures are adapted to allow specific functions. 7. Demonstrate my understanding of the complementary nature of the skeletal, muscular, and integumentary systems to each other and the whole organism. 8. Explain the process of homeostasis and give an example from one or more of the human body systems. 9. Explain what elements are contained in organic compounds. | * structure • skeletal muscle * function • smooth muscle * connective tissue • skeletal muscle * ligament • cardiac muscle * marrow • striated muscle * spongy bone • skeletal muscle * compact bone • epidermis * periosteum • hypodermis * cartilage • dermis * tendon • melanin * movable joint • pore * immovable joint • follicle * hinge joint • sebaceous glands * gliding joint • cancer * ball-and-socket joint • acne * pivot joint • skin * vertebra • keratin * osteoporosis • cell * muscle tissue • tissue * voluntary muscle • organ * involuntary muscle • organ system |
| TEKS  7.6A The student knows that organic compounds contain carbon and other elements such as hydrogen, oxygen, phosphorus, nitrogen or sulfur.  7.10 The student knows that there is a relationship between organisms and the environment.  7.12 The student knows that living systems at all levels of organization demonstrate the complementary nature of structure and function.  7.12C The student recognizes levels of organization in plants and animals, including cells, tissues, organs, organ systems, and organisms.  7.13 The student knows that living organisms must be able to maintain balance in stable internal conditions in response to external and internal stimuli. | |