

Overview of Anatomy and Physiology “Crash Course” Questions (2 pts/piece 30 In Class Points on 1st grad in 2nd quarter)

Objective: Review material from unit #1-3 and preview unit #5 on the skeletal system

Introduction to Anatomy and Physiology (11 minutes)

https://www.youtube.com/watch?v=uBGI2BujkPQ&list=PL8dPuuaLjXtOAKed_MxxWBNaPno5h3Zs8

1. Why did Britain pass the Anatomy Act?
2. What has dissecting bodies shown us?
3. The basic idea to what a structure can do depends upon?
4. Fill in the correct words here: chemical, cellular, tissue, _____, _____, the body
5. The ability to maintain stable, internal conditionings no matter what changes are occurring outside the body is: _____

The skeletal system #19 (11 minutes)

https://youtu.be/rDGqkMHPDqE?list=PL8dPuuaLjXtOAKed_MxxWBNaPno5h3Zs8

6. Perhaps the most serious damage a microgravity environment causes is to the _____.
7. Bones are made of what type of tissue? _____
8. Blood cell production is called _____
9. How many bones in the body? _____
10. The _____ bones are found near the center of the body (skull, vertebral column, and thoracic) while the _____ bones are everything else toward the outside of the body.
11. There are different _____ of bones.
12. The basic structure of bones is called _____
13. Mature bone cells that maintain and monitor your bone matrix _____
14. There two main work horses in bone including the _____ (bone makers) and the _____ (bone breaker downers).
15. The process of fixing up your bones is called _____

Skeletal System Drawing Lab

Objective: As a lab group your task is to use the skeletal drawing from the introduction of the skeletal system to recreate it on a 6" sheet of paper. This drawing will be used for at least one other system we study this year and posted for others to see. There will be 75 point awarded for this lab including 50 for the final result and 25 for your contribution toward the final result. Points in each category will be awarded as follows:

Procedure: Planning will make this lab well done and useful for learning.

Step #1: Develop a role for each person in the group to assist with the final result evenly

Examples: arms and head, torso and chest, lower body, labeling and fill coloring, finisher and picture person (5-10 minutes)

Note: This must be written down and presented with the final result. It also must be agreed upon by the whole group before beginning the drawing

Step #2: Use the roles to develop a plan to go through the lab in order to do it in 1.5 class periods (60 minutes)

Step #3: Take a picture of the final product labeled and colored by Tuesday October 25th the beginning of 6th period (12:00)

Grading Rubric for group (50 points):

Development (10)	Plan followed with roles (10)	System is completed well (30)	System has great definition & good clarity (40)	System well defined, labeled, and clear (50)
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Individual Rubric: (25 points):

Development contribution (5)	Followed your role (10)	Finished your role (15)	Finished your role with great definition & good clarity (20)	Finished role defined, labeled, and clear (25)
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We hope you have fun with this lab and learn a lot about the skeletal system! Mr. Morland

Handout: Bones/areas of the Skeletal System to know:

1. Cranium
2. Clavicle
3. Scapula
4. Sternum
5. Rib
6. Humerus
7. Vertebra
8. Radius
9. Ulna
10. Carpals
11. Metacarpals
12. Phalanges
13. Femur
14. Patella
15. Tibia
16. Fibula
17. Tarsals
18. Metatarsals
19. Phalanges
20. Parietal bone
21. Temporal bone
22. Occipital bone
23. Zygomatic bone
24. Frontal bone
25. Nasal bone
26. Mandible
27. Cervical curvature
28. Thoracic curvature
29. Lumbar curvature
30. Sacral
31. Coccyx
32. True ribs
33. False ribs
34. Floating ribs
35. Xiphoid process
36. Capitate
37. Ilium
38. Pubis
39. Ischium
40. Acetabulum
41. Medial cuneiform
42. Intermediate cuneiform
43. Navicular
44. Talus
45. Lateral cuneiform
46. Cuboid
47. Calcaneus

Joint Movement Lab

Name _____

Date _____

Directions: You will be asked to move certain parts of your body, determine the type of movement and/or joint involved.

1. Move your jaw outward (anterior).
 - a. Name of the movement/Name of the bone moved- _____/_____
2. While sitting on a chair or stool, turn your feet inward so that the soles face each other.
 - a. Name of the movement anatomically/name of the bones/group moved- _____/_____
3. Move either straightened upper extremity laterally and upward until it reaches the horizontal position.
 - a. Name this movement/joint at which movement occurred- _____/_____
4. Bend your upper extremity at the elbow so your hand touches your shoulder.
 - a. Name this movement/joint at which movement occurred. _____/_____
5. Rotate your forearm so your palm faces backward (posteriorly).
 - a. Name this movement/joint at which movement occurred. _____/_____
6. Straighten your fingers and hold them together side by side. Now, spread fingers apart while they remain straightened.
 - a. Name of movement (spreading the fingers apart) _____
7. Turn your head from side to side as if you are saying "no".
 - a. Name this movement/joint at which movement occurred. _____/_____
8. While standing move your thigh forward, raising the entire lower extremity off the floor. As you do this, bend the lower leg backward.
 - a. Name this movement of the thigh/joint where occurred. _____/_____
9. Open your mouth wide.
 - a. Name this movement/joint at which movement occurred. _____/_____
10. Raise your shoulders in a shrugging motion.
 - a. Name this movement/Name two main bones involved. _____/_____
11. Straighten your upper limbs to the sky so it forms a cone in the air.
 - a. Name this movement/Joint involved. _____/_____
12. While sitting, raise one lower extremity to the horizontal position. Then bend your foot at the ankle so that your toes point to the same object.
 - a. Name of latter movement/Joint involved. _____/_____

13. Supinate your forearm.

a. Describe how you made this movement/Joint involved.

_____ / _____

14. Flex your thigh

a. Describe how you made this movement/Joint involved.

_____ / _____

15. Extend your lumbar region.

a. Describe how you made this movement/Joint involved.

_____ / _____

16. Flex your head.

a. How did you do this movement- _____

17. Rotate your trunk.

a. How did you do this movement- _____

18. Evert your feet

a. How did you do this movement- _____

19. Position your thumb about 0 inches in front of your face. Focus on your thumb as you move your thumb closer to your face until you are "cross-eyed."

a. Name the movement/Joints involved. _____ / _____

20. Standing flat footed flex your calves so your body is on your tip toes

a. Name of movement/Joints involved. _____ / _____