

Glencoe/McGraw-Hill

Hole's Essentials of Human Anatomy and Physiology ©2006
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correlated to

Alabama
Course of Study for Human Anatomy and Physiology
Grades 9-12

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***HOLE'S ESSENTIALS OF HUMAN ANATOMY AND PHYSIOLOGY* ©2006**
CORRELATED TO
ALABAMA
COURSE OF STUDY FOR HUMAN ANATOMY AND PHYSIOLOGY
GRADES 9–12

OBJECTIVES	PAGE REFERENCES
1. Use appropriate anatomical terminology.	SE: 2, 14–18, 20
2. Identify anatomical body planes, body cavities, and abdominopelvic regions of the human body.	SE: 8, 9, 10, 14, 15, 20
3. Classify major types of cells, including squamous, cuboidal, columnar, simple, and stratified. AHSGE Standard V: 1	SE: 92–98, 110, 111
4. Classify tissues as connective, muscular, nervous, or epithelial.	SE: 92–98, 99–105, 106–108, 110–111
5. Identify anatomical structures and functions of the integumentary system. AHSGE Standard III: 3	
• Identifying accessory organs	SE: 11, 112, 117–120, 124
• Recognizing diseases and disorders of the integumentary system	SE: 116, 118, 119, 120–121, 123, 124
6. Identify bones that compose the skeletal system. AHSGE Standard III: 3	
• Identifying functions of the skeletal system	SE: 11, 126, 130–133, 146, 154, 163
• Identifying subdivisions of the skeleton as axial and appendicular skeletons	SE: 133–136, 163
• Classifying types of joints according to their movement	SE: 154–159, 163
• Identifying the four bone types	SE: 126–127, 128–130, 163
• Identifying various types of skeletal system disorders	SE: 131–133, 140, 142, 145, 152, 157, 159, 161, 164

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OBJECTIVES	PAGE REFERENCES
7. Identify major muscles, including origins, insertions, and actions. AHSGE Standard III: 3	
<ul style="list-style-type: none"> • Describing common types of body movements, including flexion, extension, abduction, and adduction 	SE: 157–159, 164, 187–191, 194
<ul style="list-style-type: none"> • Classifying muscles based on functions in the body, including prime movers, antagonists, synergists, and fixators 	SE: 184, 200
<ul style="list-style-type: none"> • Comparing skeletal, smooth, and cardiac muscles based on their microscopic anatomy 	SE: 169–172, 181–182, 200
<ul style="list-style-type: none"> • Identifying diseases and disorders of the muscular system 	SE: 169, 172, 174, 180, 183, 195, 197, 201
8. Identify structures of the nervous system. AHSGE Standard III: 3	
<ul style="list-style-type: none"> • Explaining differences in the function of the peripheral nervous system and the central nervous system 	SE: 203, 204–205, 233–237, 238–242, 244, 246, 247
<ul style="list-style-type: none"> • Labeling parts of sensory organs, including the eye, ear, tongue, and skin receptors 	SE: 249–253, 255, 256–261, 262–272, 274–275
<ul style="list-style-type: none"> • Recognizing diseases and disorders of the nervous system 	SE: 206, 210, 215, 220, 226, 227, 228, 235, 242, 247, 254, 255, 258, 261, 264, 266, 267, 273, 275
9. Identify structures and functions of the cardiovascular system. AHSGE Standard III: 3	
<ul style="list-style-type: none"> • Tracing the flow of blood through the body 	SE: 346, 359
<ul style="list-style-type: none"> • Identifying components of blood 	SE: 303–310, 312–314, 321, 322

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OBJECTIVES	PAGE REFERENCES
<ul style="list-style-type: none"> • Describing blood cell formation 	SE: 304–305, 307–309, 321, 322
<ul style="list-style-type: none"> • Distinguishing among human blood groups 	SE: 316–320, 322
<ul style="list-style-type: none"> • Describing common cardiovascular diseases and disorders 	SE: 315, 323, 326, 327, 329, 330, 332, 340, 344, 357, 359
10. Identify structures and functions of the digestive system. AHSGE Standard III: 3	
<ul style="list-style-type: none"> • Tracing the pathway of digestion from the mouth to the anus using diagrams 	The opportunity to address this objective is available. See the following: SE: 387, 388, 426
<ul style="list-style-type: none"> • Identifying disorders affecting the digestive system 	SE: 385, 392, 395, 397, 398, 399, 402, 403, 406, 408, 409, 410, 411, 412, 420, 422, 427
11. Identify structures and functions of the respiratory system. AHSGE Standard III: 3	
<ul style="list-style-type: none"> • Tracing the pathway of the oxygen and carbon dioxide exchange 	SE: 443–445, 446–447, 452
<ul style="list-style-type: none"> • Recognizing common disorders of the respiratory system 	SE: 428, 430, 432, 437, 439, 440, 448, 450, 452
12. Identify structures and functions of the reproductive system. AHSGE Standard III: 3	
<ul style="list-style-type: none"> • Differentiating between male and female reproductive systems 	SE: 491–499, 500–506, 509–510, 516–518, 519
<ul style="list-style-type: none"> • Recognizing stages of pregnancy and fetal development 	SE: 521–522, 523–532, 545–546
<ul style="list-style-type: none"> • Identifying disorders of the reproductive system 	SE: 490, 493, 496, 497, 507, 510–511, 514, 516, 519, 525, 545
13. Identify structures and functions of the urinary system. AHSGE Standard III: 3	
<ul style="list-style-type: none"> • Tracing the filtration of blood from the kidneys to the urethra 	SE: 459–466, 467–468, 469

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OBJECTIVES	PAGE REFERENCES
<ul style="list-style-type: none"> • Recognizing diseases and disorders of the urinary system 	SE: 453, 461, 462, 466, 467, 468, 471, 473
14. Identify the endocrine glands and their functions. AHSGE Standard III: 3	
<ul style="list-style-type: none"> • Describing effects of hormones produced by the endocrine glands 	SE: 278–281, 282–285, 286–287, 288, 289, 290–292, 294, 295, 299–300, 301
<ul style="list-style-type: none"> • Identifying common disorders of the endocrine system 	SE: 285, 288, 290, 292, 293, 294, 299, 301
15. Identify physiological effects and components of the immune system. AHSGE Standard III: 3	
<ul style="list-style-type: none"> • Contrasting active and passive immunity 	SE: 375, 383
<ul style="list-style-type: none"> • Evaluating the importance of vaccines 	The opportunity to address this objective is available. See the following: SE: 375, 383, 384
<ul style="list-style-type: none"> • Recognizing disorders and diseases of the immune system 	SE: 360, 365, 368, 376, 377, 378–379, 381

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