

Inquiry Investigations™
Human Biology and Health Issues MODULE - 1287211
Grades: 7-10

Frey Scientific
 80 Northwest Boulevard
 Nashua, NH 03063-4067
 1-800-225-3739
 www.freyscientific.com
 www.freyscientific.com/inquiryinvestigations

Rhode Island Standards and State Frameworks
Science
Grade 7

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| DOMAIN / STATEMENT OF ENDURING KNOWLEDGE | RI.LS1. | Life Science: All living organisms have identifiable structures and characteristics that allow for survival (organisms, populations, & species). |
| ASSESSMENT TARGET | LS1 (5-8) SAE+FAF-2. | Describe or compare how different organisms have mechanisms that work in a coordinated way to obtain energy, grow, move, respond, provide defense, enable reproduction, or maintain internal balance (e.g., cells, tissues, organs and systems). |
| PERFORMANCE STANDARD | LS1 (7-8)-2. | Students demonstrate understanding of structure and function-survival requirements by... |
| GRADE SPAN EXPECTATION | 2a. | Explaining how the cell, as the basic unit of life, has the same survival needs as an organism (i.e., obtain energy, grow, eliminate waste, reproduce, provide for defense). <ul style="list-style-type: none"> • Human Biology and Health Issues: Unit 2 Lab 6 Activity 1: Demonstrating Selective Permeability in Simulated Skin Cells • Human Biology and Health Issues: Unit 2 Lab 6 Activity 2: Exploring Transdermal Drug Delivery • Human Biology and Health Issues: Unit 2 Lab 7 Activity 1: Modeling Kidney Function • Teacher Resource CD: Human Physiology • Virtual Laboratory: Identifying Human Tissues |
| GRADE SPAN EXPECTATION | 2b. | Observing and describing (e.g., drawing, labeling) individual cells as seen through a microscope targeting cell membrane, cell wall, nucleus, and chloroplasts. <ul style="list-style-type: none"> • Human Biology and Health Issues: Unit 2 Lab 6 Activity 1: Demonstrating Selective Permeability in Simulated Skin Cells • Human Biology and Health Issues: Unit 2 Lab 6 Activity 2: Exploring Transdermal Drug Delivery • Human Biology and Health Issues: Unit 2 Lab 7 Activity 1: Modeling Kidney Function • Teacher Resource CD: Human Physiology • Virtual Laboratory: Identifying Human Tissues |
| DOMAIN / STATEMENT OF ENDURING KNOWLEDGE | RI.LS1. | Life Science: All living organisms have identifiable structures and characteristics that allow for survival (organisms, populations, & species). |
| ASSESSMENT TARGET | LS1 (5-8) FAF-4. | Explain relationships between or among the structure and function of the cells, tissues, organs, and organ systems in an organism. |

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| PERFORMANCE STANDARD | LS1 (7-8)-4. | Students demonstrate understanding of differentiation by... |
| GRADE SPAN EXPECTATION | 4a. | <p>Explaining that specialized cells perform specialized functions. (e.g., muscle cells contract, nerve cells transmit impulses, skin cells provide protection).</p> <ul style="list-style-type: none"> • Teacher Resource CD: The Human Machine • Virtual Laboratory: Identifying Human Tissues |
| GRADE SPAN EXPECTATION | 4b. | <p>Comparing individual cells of tissues and recognizing the similarities of cells and how they work together to perform specific functions.</p> <ul style="list-style-type: none"> • Human Biology and Health Issues: Unit 1 Lab 1 Activity 1: Learning How Our Body is Organized and Functions • Teacher Resource CD: The Human Machine |
| GRADE SPAN EXPECTATION | 4c. | <p>Explaining how each type of cell, tissue, and organ has a distinct structure and set of functions that serve the organism as a whole.</p> <ul style="list-style-type: none"> • Human Biology and Health Issues: Unit 1 Lab 1 Activity 1: Learning How Our Body is Organized and Functions • Human Biology and Health Issues: Unit 1 Lab 2 Activity 1: Testing Taste Receptors in the Tongue • Human Biology and Health Issues: Unit 1 Lab 2 Activity 2: Thermoreceptors - Responding to Heat and Cold • Human Biology and Health Issues: Unit 1 Lab 2 Activity 3: Distribution and Sensitivity of Touch Receptors • Human Biology and Health Issues: Unit 1 Lab 2 Activity 4: Responding to Sound • Human Biology and Health Issues: Unit 1 Lab 3 Activity 1: Exploring the Eye-Brain Connection • Human Biology and Health Issues: Unit 1 Lab 3 Activity 2: Measuring Vision • Human Biology and Health Issues: Unit 1 Lab 3 Activity 3: Is There a Hole in Your Hand? • Human Biology and Health Issues: Unit 1 Lab 3 Activity 4: Photographic Ambiguities • Human Biology and Health Issues: Unit 1 Lab 3 Activity 5: Typographic Illusions • Human Biology and Health Issues: Unit 1 Lab 3 Activity 6: Contrast and Color Illusions • Human Biology and Health Issues: Unit 1 Lab 4 Activity 1: Determining ABO-Rh Blood Type • Human Biology and Health Issues: Unit 1 Lab 4 Activity 2: A Closer Look at Blood • Human Biology and Health Issues: Unit 2 Lab 5 Activity 1: Testing for Food Nutrient Content • Human Biology and Health Issues: Unit 2 Lab 6 |

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| | | <p>Activity 1: Demonstrating Selective Permeability in Simulated Skin Cells</p> <ul style="list-style-type: none"> Human Biology and Health Issues: Unit 2 Lab 6 Activity 2: Exploring Transdermal Drug Delivery Human Biology and Health Issues: Unit 2 Lab 7 Activity 1: Modeling Kidney Function Human Biology and Health Issues: Unit 2 Lab 7 Activity 2: Physical and Microscopic Characteristics of Urine Human Biology and Health Issues: Unit 2 Lab 7 Activity 3: Protein Test of Simulated Urine Samples Human Biology and Health Issues: Unit 2 Lab 7 Activity 4: Glucose Test of Simulated Urine Samples Human Biology and Health Issues: Unit 3 Lab 8 Activity 1: Learning How Pollutants Accumulate in the Lungs Human Biology and Health Issues: Unit 3 Lab 9 Activity 1: Simulating the Transmission of the Ebola Virus Human Biology and Health Issues: Unit 4 Lab 10 Activity 1: Measuring Reaction Time Human Biology and Health Issues: Unit 4 Lab 10 Activity 2: Measuring Range of Vision Teacher Resource CD: Human Health Issues and Disease Teacher Resource CD: Human Physiology Teacher Resource CD: The Human Machine Virtual Laboratory: Identifying Human Tissues |
| DOMAIN / STATEMENT OF ENDURING KNOWLEDGE | RI.LS 4. | Life Science: Humans are similar to other species in many ways, and yet are unique among Earth's life forms. |
| ASSESSMENT TARGET | LS4 (5-8) INQ-10. | Use data and observations to support the concept that environmental or biological factors affect human body systems (biotic & abiotic). |
| PERFORMANCE STANDARD | LS4 (7-8)-10. | Students demonstrate an understanding of human body systems by... |
| GRADE SPAN EXPECTATION | 10c. | <p>Researching and reporting on how biotic (e.g., microbes, parasites, food availability, aging process) and abiotic (e.g., radiation, toxic materials, carcinogens) factors cause disease and affect human health.</p> <ul style="list-style-type: none"> Human Biology and Health Issues: Unit 3 Lab 9 Activity 1: Simulating the Transmission of the Ebola Virus Teacher Resource CD: Human Health Issues and Disease |
| DOMAIN / STATEMENT OF ENDURING KNOWLEDGE | RI.LS 4. | Life Science: Humans are similar to other species in many ways, and yet are unique among Earth's life forms. |
| ASSESSMENT TARGET | LS4 (5-8) INQ+POC-11. | Using data provided, select evidence that supports the concept that genetic information is passed on from both parents to offspring. |

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| PERFORMANCE STANDARD | LS4 (7-8)-11. | Students demonstrate an understanding of human heredity by... |
| GRADE SPAN EXPECTATION | 11c. | Identifying that genetic material (i.e. chromosomes and genes) is located in the cell's nucleus. <ul style="list-style-type: none"> Virtual Laboratory: Identifying Human Tissues |

Rhode Island Standards and State Frameworks
Science
Grade 8

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| DOMAIN / STATEMENT OF ENDURING KNOWLEDGE | RI.LS1. | Life Science: All living organisms have identifiable structures and characteristics that allow for survival (organisms, populations, & species). |
| ASSESSMENT TARGET | LS1 (5-8) SAE+FAF-2. | Describe or compare how different organisms have mechanisms that work in a coordinated way to obtain energy, grow, move, respond, provide defense, enable reproduction, or maintain internal balance (e.g., cells, tissues, organs and systems). |
| PERFORMANCE STANDARD | LS1 (7-8)-2. | Students demonstrate understanding of structure and function-survival requirements by... |
| GRADE SPAN EXPECTATION | 2a. | Explaining how the cell, as the basic unit of life, has the same survival needs as an organism (i.e., obtain energy, grow, eliminate waste, reproduce, provide for defense). <ul style="list-style-type: none"> Human Biology and Health Issues: Unit 2 Lab 6 Activity 1: Demonstrating Selective Permeability in Simulated Skin Cells Human Biology and Health Issues: Unit 2 Lab 6 Activity 2: Exploring Transdermal Drug Delivery Human Biology and Health Issues: Unit 2 Lab 7 Activity 1: Modeling Kidney Function Teacher Resource CD: Human Physiology Virtual Laboratory: Identifying Human Tissues |
| GRADE SPAN EXPECTATION | 2b. | Observing and describing (e.g., drawing, labeling) individual cells as seen through a microscope targeting cell membrane, cell wall, nucleus, and chloroplasts. <ul style="list-style-type: none"> Human Biology and Health Issues: Unit 2 Lab 6 Activity 1: Demonstrating Selective Permeability in Simulated Skin Cells Human Biology and Health Issues: Unit 2 Lab 6 Activity 2: Exploring Transdermal Drug Delivery Human Biology and Health Issues: Unit 2 Lab 7 Activity 1: Modeling Kidney Function Teacher Resource CD: Human Physiology Virtual Laboratory: Identifying Human Tissues |
| DOMAIN / STATEMENT OF ENDURING KNOWLEDGE | RI.LS1. | Life Science: All living organisms have identifiable structures and characteristics that allow for survival (organisms, populations, & species). |
| ASSESSMENT TARGET | LS1 (5-8) FAF-4. | Explain relationships between or among the structure and function of the cells, tissues, organs, and organ systems in an organism. |
| PERFORMANCE STANDARD | LS1 (7-8)-4. | Students demonstrate understanding of differentiation by... |

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| GRADE SPAN EXPECTATION | 4a. | <p>Explaining that specialized cells perform specialized functions. (e.g., muscle cells contract, nerve cells transmit impulses, skin cells provide protection).</p> <ul style="list-style-type: none"> • Teacher Resource CD: The Human Machine • Virtual Laboratory: Identifying Human Tissues |
| GRADE SPAN EXPECTATION | 4b. | <p>Comparing individual cells of tissues and recognizing the similarities of cells and how they work together to perform specific functions.</p> <ul style="list-style-type: none"> • Human Biology and Health Issues: Unit 1 Lab 1 Activity 1: Learning How Our Body is Organized and Functions • Teacher Resource CD: The Human Machine |
| GRADE SPAN EXPECTATION | 4c. | <p>Explaining how each type of cell, tissue, and organ has a distinct structure and set of functions that serve the organism as a whole.</p> <ul style="list-style-type: none"> • Human Biology and Health Issues: Unit 1 Lab 1 Activity 1: Learning How Our Body is Organized and Functions • Human Biology and Health Issues: Unit 1 Lab 2 Activity 1: Testing Taste Receptors in the Tongue • Human Biology and Health Issues: Unit 1 Lab 2 Activity 2: Thermoreceptors - Responding to Heat and Cold • Human Biology and Health Issues: Unit 1 Lab 2 Activity 3: Distribution and Sensitivity of Touch Receptors • Human Biology and Health Issues: Unit 1 Lab 2 Activity 4: Responding to Sound • Human Biology and Health Issues: Unit 1 Lab 3 Activity 1: Exploring the Eye-Brain Connection • Human Biology and Health Issues: Unit 1 Lab 3 Activity 2: Measuring Vision • Human Biology and Health Issues: Unit 1 Lab 3 Activity 3: Is There a Hole in Your Hand? • Human Biology and Health Issues: Unit 1 Lab 3 Activity 4: Photographic Ambiguities • Human Biology and Health Issues: Unit 1 Lab 3 Activity 5: Typographic Illusions • Human Biology and Health Issues: Unit 1 Lab 3 Activity 6: Contrast and Color Illusions • Human Biology and Health Issues: Unit 1 Lab 4 Activity 1: Determining ABO-Rh Blood Type • Human Biology and Health Issues: Unit 1 Lab 4 Activity 2: A Closer Look at Blood • Human Biology and Health Issues: Unit 2 Lab 5 Activity 1: Testing for Food Nutrient Content • Human Biology and Health Issues: Unit 2 Lab 6 Activity 1: Demonstrating Selective Permeability in Simulated Skin Cells |

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| | | <ul style="list-style-type: none"> Human Biology and Health Issues: Unit 2 Lab 6 Activity 2: Exploring Transdermal Drug Delivery Human Biology and Health Issues: Unit 2 Lab 7 Activity 1: Modeling Kidney Function Human Biology and Health Issues: Unit 2 Lab 7 Activity 2: Physical and Microscopic Characteristics of Urine Human Biology and Health Issues: Unit 2 Lab 7 Activity 3: Protein Test of Simulated Urine Samples Human Biology and Health Issues: Unit 2 Lab 7 Activity 4: Glucose Test of Simulated Urine Samples Human Biology and Health Issues: Unit 3 Lab 8 Activity 1: Learning How Pollutants Accumulate in the Lungs Human Biology and Health Issues: Unit 3 Lab 9 Activity 1: Simulating the Transmission of the Ebola Virus Human Biology and Health Issues: Unit 4 Lab 10 Activity 1: Measuring Reaction Time Human Biology and Health Issues: Unit 4 Lab 10 Activity 2: Measuring Range of Vision Teacher Resource CD: Human Health Issues and Disease Teacher Resource CD: Human Physiology Teacher Resource CD: The Human Machine Virtual Laboratory: Identifying Human Tissues |
| DOMAIN / STATEMENT OF ENDURING KNOWLEDGE | RI.LS 4. | Life Science: Humans are similar to other species in many ways, and yet are unique among Earth's life forms. |
| ASSESSMENT TARGET | LS4 (5-8) INQ-10. | Use data and observations to support the concept that environmental or biological factors affect human body systems (biotic & abiotic). |
| PERFORMANCE STANDARD | LS4 (7-8)-10. | Students demonstrate an understanding of human body systems by... |
| GRADE SPAN EXPECTATION | 10c. | <p>Researching and reporting on how biotic (e.g., microbes, parasites, food availability, aging process) and abiotic (e.g., radiation, toxic materials, carcinogens) factors cause disease and affect human health.</p> <ul style="list-style-type: none"> Human Biology and Health Issues: Unit 3 Lab 9 Activity 1: Simulating the Transmission of the Ebola Virus Teacher Resource CD: Human Health Issues and Disease |
| DOMAIN / STATEMENT OF ENDURING KNOWLEDGE | RI.LS 4. | Life Science: Humans are similar to other species in many ways, and yet are unique among Earth's life forms. |
| ASSESSMENT TARGET | LS4 (5-8) INQ+POC-11. | Using data provided, select evidence that supports the concept that genetic information is passed on from both parents to offspring. |
| PERFORMANCE STANDARD | LS4 (7-8)-11. | Students demonstrate an understanding of human heredity by... |

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| GRADE SPAN EXPECTATION | 11c. | Identifying that genetic material (i.e. chromosomes and genes) is located in the cell's nucleus. <ul style="list-style-type: none"> Virtual Laboratory: Identifying Human Tissues |
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Rhode Island Standards and State Frameworks

Science

Grade 9

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| DOMAIN / STATEMENT OF ENDURING KNOWLEDGE | RI.LS1. | Life Science: All living organisms have identifiable structures and characteristics that allow for survival (organisms, populations, & species). |
| ASSESSMENT TARGET | LS1 (9-11) INQ+SAE+FAF-1. | Use data and observation to make connections between, to explain, or to justify how specific cell organelles produce/regulate what the cell needs or what a unicellular or multi-cellular organism needs for survival (e.g., protein synthesis, DNA replication, nerve cells). |
| PERFORMANCE STANDARD | LS1 (9-11)-1. | Students demonstrate understanding of structure and function-survival requirements by... |
| GRADE SPAN EXPECTATION | 1a. | Explaining the relationships between and amongst the specialized structures of the cell and their functions (e.g. transport of materials, energy transfer, protein building, waste disposal, information feedback, and even movement). <ul style="list-style-type: none"> Human Biology and Health Issues: Unit 2 Lab 6 Activity 1: Demonstrating Selective Permeability in Simulated Skin Cells Human Biology and Health Issues: Unit 2 Lab 6 Activity 2: Exploring Transdermal Drug Delivery Human Biology and Health Issues: Unit 2 Lab 7 Activity 1: Modeling Kidney Function Teacher Resource CD: Human Physiology Virtual Laboratory: Identifying Human Tissues |
| GRADE SPAN EXPECTATION | 1b. | Explaining that most multicellular organisms have specialized cells to survive, while unicellular organisms perform all survival functions. (e.g. nerve cells communicate with other cells, muscle cells contract, unicellular are not specialized). <ul style="list-style-type: none"> Teacher Resource CD: The Human Machine Virtual Laboratory: Identifying Human Tissues |
| GRADE SPAN EXPECTATION | 1c. | Comparing the role of various sub-cellular structures in unicellular organisms to comparable structures in multicellular organisms (e.g. oral groove, gullet, food vacuole in Paramecium compared to digestive systems in multicellular organisms). <ul style="list-style-type: none"> Teacher Resource CD: The Human Machine |
| DOMAIN / | RI.LS4. | Life Science: Humans are similar to other species in many |

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| STATEMENT OF ENDURING KNOWLEDGE | | ways, and yet are unique among Earth's life forms. |
| ASSESSMENT TARGET | LS4 (9-11) SAE+FAF-10. | Explain how the immune system, endocrine system, or nervous system works and draw conclusions about how systems interact to maintain homeostasis in the human body. |
| PERFORMANCE STANDARD | LS4 (9-11)-10. | Students demonstrate an understanding of human body systems by... |
| GRADE SPAN EXPECTATION | 10a. | Explaining how the roles of the immune, endocrine, and nervous systems work together to maintain homeostasis. <ul style="list-style-type: none"> Human Biology and Health Issues: Unit 1 Lab 1 Activity 1: Learning How Our Body is Organized and Functions Teacher Resource CD: Human Health Issues and Disease Teacher Resource CD: Human Physiology Teacher Resource CD: The Human Machine |
| GRADE SPAN EXPECTATION | 10b. | Investigating the factors that affect homeostasis (e.g. positive and negative feedback). <ul style="list-style-type: none"> Human Biology and Health Issues: Unit 1 Lab 1 Activity 1: Learning How Our Body is Organized and Functions Teacher Resource CD: Human Health Issues and Disease Teacher Resource CD: Human Physiology Teacher Resource CD: The Human Machine |
| DOMAIN / STATEMENT OF ENDURING KNOWLEDGE | RI.LS4. | Life Science: Humans are similar to other species in many ways, and yet are unique among Earth's life forms. |
| ASSESSMENT TARGET | LS4 (9-11) SAE+FAF-10. | Explain how the immune system, endocrine system, or nervous system works and draw conclusions about how systems interact to maintain homeostasis in the human body. |
| PERFORMANCE STANDARD | LS4 (Ext)-10. | Example Extension(s): Students demonstrate an understanding of human body systems by... |
| GRADE SPAN EXPECTATION | 10bb. | Investigating and reporting on a human disease and its consequential disruption of homeostasis (e.g. diabetes, cancer, AIDS). <ul style="list-style-type: none"> Human Biology and Health Issues: Unit 3 Lab 9 Activity 1: Simulating the Transmission of the Ebola Virus Teacher Resource CD: Human Health Issues and Disease |

Rhode Island Standards and State Frameworks
Science
Grade 10

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| DOMAIN / STATEMENT OF | RI.LS1. | Life Science: All living organisms have identifiable structures and characteristics that allow for survival |
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| ENDURING KNOWLEDGE | | (organisms, populations, & species). |
| ASSESSMENT TARGET | LS1 (9-11) INQ+SAE+FAF-1. | Use data and observation to make connections between, to explain, or to justify how specific cell organelles produce/regulate what the cell needs or what a unicellular or multi-cellular organism needs for survival (e.g., protein synthesis, DNA replication, nerve cells). |
| PERFORMANCE STANDARD | LS1 (9-11)-1. | Students demonstrate understanding of structure and function-survival requirements by... |
| GRADE SPAN EXPECTATION | 1a. | <p>Explaining the relationships between and amongst the specialized structures of the cell and their functions (e.g. transport of materials, energy transfer, protein building, waste disposal, information feedback, and even movement).</p> <ul style="list-style-type: none"> • Human Biology and Health Issues: Unit 2 Lab 6 Activity 1: Demonstrating Selective Permeability in Simulated Skin Cells • Human Biology and Health Issues: Unit 2 Lab 6 Activity 2: Exploring Transdermal Drug Delivery • Human Biology and Health Issues: Unit 2 Lab 7 Activity 1: Modeling Kidney Function • Teacher Resource CD: Human Physiology • Virtual Laboratory: Identifying Human Tissues |
| GRADE SPAN EXPECTATION | 1b. | <p>Explaining that most multicellular organisms have specialized cells to survive, while unicellular organisms perform all survival functions. (e.g. nerve cells communicate with other cells, muscle cells contract, unicellular are not specialized).</p> <ul style="list-style-type: none"> • Teacher Resource CD: The Human Machine • Virtual Laboratory: Identifying Human Tissues |
| GRADE SPAN EXPECTATION | 1c. | <p>Comparing the role of various sub-cellular structures in unicellular organisms to comparable structures in multicellular organisms (e.g. oral groove, gullet, food vacuole in Paramecium compared to digestive systems in multicellular organisms).</p> <ul style="list-style-type: none"> • Teacher Resource CD: The Human Machine |
| DOMAIN / STATEMENT OF ENDURING KNOWLEDGE | RI.LS4. | Life Science: Humans are similar to other species in many ways, and yet are unique among Earth's life forms. |
| ASSESSMENT TARGET | LS4 (9-11) SAE+FAF-10. | Explain how the immune system, endocrine system, or nervous system works and draw conclusions about how systems interact to maintain homeostasis in the human body. |
| PERFORMANCE STANDARD | LS4 (9-11)-10. | Students demonstrate an understanding of human body systems by... |
| GRADE SPAN EXPECTATION | 10a. | Explaining how the roles of the immune, endocrine, and |

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| | | <p>nervous systems work together to maintain homeostasis.</p> <ul style="list-style-type: none"> • Human Biology and Health Issues: Unit 1 Lab 1 Activity 1: Learning How Our Body is Organized and Functions • Teacher Resource CD: Human Health Issues and Disease • Teacher Resource CD: Human Physiology • Teacher Resource CD: The Human Machine |
| GRADE SPAN EXPECTATION | 10b. | <p>Investigating the factors that affect homeostasis (e.g. positive and negative feedback).</p> <ul style="list-style-type: none"> • Human Biology and Health Issues: Unit 1 Lab 1 Activity 1: Learning How Our Body is Organized and Functions • Teacher Resource CD: Human Health Issues and Disease • Teacher Resource CD: Human Physiology • Teacher Resource CD: The Human Machine |
| DOMAIN / STATEMENT OF ENDURING KNOWLEDGE | RI.LS4. | Life Science: Humans are similar to other species in many ways, and yet are unique among Earth's life forms. |
| ASSESSMENT TARGET | LS4 (9-11) SAE+FAF-10. | Explain how the immune system, endocrine system, or nervous system works and draw conclusions about how systems interact to maintain homeostasis in the human body. |
| PERFORMANCE STANDARD | LS4 (Ext)-10. | Example Extension(s): Students demonstrate an understanding of human body systems by... |
| GRADE SPAN EXPECTATION | 10bb. | <p>Investigating and reporting on a human disease and its consequential disruption of homeostasis (e.g. diabetes, cancer, AIDS).</p> <ul style="list-style-type: none"> • Human Biology and Health Issues: Unit 3 Lab 9 Activity 1: Simulating the Transmission of the Ebola Virus • Teacher Resource CD: Human Health Issues and Disease |