State of Florida Instructional Materials Adoption Publisher Questionnaire (Form IM8)

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SUBMISSION TITLE: Introduction to Anatomy and Physiology
GRADE LEVEL:
COURSE TITLE: Anatomy and Physiology
COURSE CODE #:2000350
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PUBLISHER:Goodheart-Willcox
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AUTHORS & CREDENTIALS: LIST FULL NAME OF AUTHOR(S), WITH MAJOR OR SENIOR AUTHOR LISTED FIRST. BRIEFLY PROVIDE CREDENTIALS FOR EACH AUTHOR.

Susan J. Hall - is Deputy Dean of the College of Health Sciences at the University of Delaware. She is a fellow of the American College of Sports Medicine and the AAHPERD Research Consortium, and she has served as President of the Biomechanics Academy of AAHPERD, President of the AAHPERD Research Consortium, and Vice President of the American College of Sports Medicine. She is also the author of several successful textbooks and has served on several journal editorial boards. After graduating from Duke University, she began her career as a high school biology teacher. She earned a master's degree from Texas Woman's University and a PhD from Washington State University. She has been teaching at the college level for more than 30 years and served for many years as a department chair and deputy dean.

Michelle A. Provost-Craig - is an Associate Professor in the Department of Kinesiology and Applied Physiology at the University of Delaware, where she has taught graduate and undergraduate courses in physiology, clinical exercise physiology, and electrocardiogram interpretation for more than 20 years. She is the recipient of the University's most prestigious awards for Excellence in Teaching and Excellence in Advising and Mentoring. She also received a University grant from the Center for Teaching Effectiveness to develop innovative approaches to teaching anatomy and physiology to college students. At the University of Delaware, she served as the graduate coordinator of the Masters in Exercise Science program and was the founder of their Cardiopulmonary Rehabilitation Program. Dr. Provost-Craig has served in numerous leadership roles for the United States Figure Skating Association (USFSA) and has performed physiological assessments of national and international elite ice figure skaters. She was the Vice President of the Mid-Atlantic Chapter of the Regional American College of Sports Medicine (ACSM) and has participated in several ACSM committees. Dr. Provost-Craig earned a degree from the University of Delaware and a PhD in Exercise Physiology from the University of Maryland.

William C. Rose - is an Associate Professor in the Department of Kinesiology and Applied Physiology at the University of Delaware, where he has taught anatomy and physiology for 20 years. He is a member of the American Physiological Society and the American College of Sports Medicine. He is the author of textbook chapters and research articles in the fields of cardiovascular physiology and biomechanics. He has served as a grant proposal reviewer for the National Science Foundation and as a manuscript reviewer for scientific journals such as Circulation and the American Journal of Physiology. After graduating from Harvard University with a degree in physics, Rose earned a PhD in biomedical engineering from Johns Hopkins University. He completed a postdoctoral fellowship in cardiology at Johns Hopkins Hospital, and he worked in research and development for the DuPont Company before joining the University of Delaware.

STUDENTS: DESCRIBE THE TYPE(S) OF STUDENTS FOR WHICH THIS SUBMISSION IS INTENDED.

Students in grades 9-12.

1. LIST THE FLORIDA DISTRICTS IN WHICH THIS PROGRAM HAS BEEN PILOTED IN THE LAST EIGHTEEN MONTHS.

All Saints Acad-Hampton Campus
Bay High School
Big Bend Technical College
Bishop Kenny High School
Columbia County Schl Dist
Downtown Doral Charter Upper Schl
Florida School Book Depository
Lafayette Co School District
Lake Co School District
Lake Wales Charter Schools
Leon Co School District
Monroe Co School District
Northside Christian Academy
Okeechobee Co School Dist
Oxbridge Academy Of Palm Beach
School Board Of Broward Co
School Board Of Clay Co
School Board Of Levy Co
School Board Of Miami-Dade Co
St Lucie Public Schools
Taylor Co School District
The Villages Charter School

2. HOW ARE YOUR DIGITAL MATERIALS SEARCHABLE BY FLORIDA'S ACADEMIC STANDARDS (SECTION 1006.33(1)(e), FLORIDA STATUTES)?

Our digital materials are not searchable by state standards, but printed correlations are available. This is a national edition that is correlated to Florida course standards for Anatomy and Physiology. Additionally, this edition is correlated to the National Consortium for Health Science Education's Science Standards and Curriculum Frameworks A and B for Human Structure, Function, and Disease. This edition is also correlated to Precision Exams' certification exam for Medical Anatomy and Physiology Standards.

3. IDENTIFY AND DESCRIBE THE COMPONENTS OF THE MAJOR TOOL. The Major Tool is comprised of the items necessary to meet the standards and requirements of the category for which it is designed and submitted. As part of this section, include a description of the educational approach of the submission.

Educational Approach: (The information provided here will be used in the instructional materials catalog in the case of adoption of the program. Please limit your response to 500 words or less.)

Navigating the Introduction to Anatomy & Physiology Textbook
Using a thorough but reader-friendly approach, the authors have created a text that meets the needs of high school anatomy and physiology students, as well as students with diverse academic backgrounds and ability levels. Without compromising factual accuracy, the authors have succeeded in elucidating concepts through engaging, age-appropriate language containing helpful analogies and everyday examples that facilitate comprehension. Students' understanding is further reinforced by organized tables, relevant photographs, and full-color drawings and diagrams developed by artists with advanced education in medical illustration.

Comprehensive Coverage
Introduction to Anatomy & Physiology delivers thorough, comprehensive coverage of human anatomy and physiology, including pathology that commonly affects each body system. Throughout the text, tables and visual cues help students comprehend and apply what they learn in each chapter. Having taught anatomy and physiology for many years, the authors have found that most anatomy and physiology textbooks are written for the college level and are overwhelming for high school students. In Introduction to Anatomy & Physiology, the authors present all of the concepts and foundational knowledge typically taught in an anatomy and physiology course, but in an engaging, age-appropriate, and exciting way that sets Introduction to Anatomy & Physiology apart from other textbooks in the field. Particularly when used in conjunction with the supplemental student resources, Introduction to Anatomy & Physiology provides ample material for a comprehensive course in anatomy and physiology.

In addition to broad, accessible coverage of the human body systems, this text offers two foundational chapters to solidify students' understanding and help them master the fundamental concepts needed to grasp information in chapters related to body systems:

- Chapter 1: Foundations of Human Anatomy and Physiology explains the language of anatomy and physiology, describes basic physiological processes, details how various forces affect the human body, and provides a foundation for understanding science, including the scientific method and mathematics.

- Chapter 2: Cells and Tissues provides full coverage of the "pieces" that work together to form organs, organ systems, and body systems described in later chapters. Subsequent chapters build on this knowledge. In addition to a full explanation of anatomy and physiology, each chapter includes sections on common diseases and conditions, including well-organized tables that present causes, diagnosis, treatment, and prevention. Life Span Development features also describe developmental anatomy and physiology.

Organization

Introduction to Anatomy & Physiology is organized into 15 chapters: two introductory chapters and 13 body systems chapters. The textbook's solid instructional design facilitates both instructor facilitation and student learning. Chapter organization reflects a logical learning sequence that keeps students engaged and learning.

- Each chapter begins with a thought-provoking question to engage students as they uncover the important points presented in the content. The opening question can serve as a bell-ringer activity for the beginning of class.
- A chapter outline sets the stage for learning to come. The outline shows each lesson and the major topics within the lessons, highlighting the smaller, manageable chunks of information that facilitate student learning.
- HOSA Event Prep feature identifies HOSA competitive events related to the chapter, enabling instructors and students to incorporate additional meaningful information and practice.
- Each lesson begins with Before You Read questions. This exercise can serve as an informal pretest for students to evaluate prior knowledge of content.
- Numbered learning outcomes guide learning as students read the chapter. Each objective is aligned with a numbered content heading, as well as with a summary point at the end of the chapter, to provide logical flow of material.
- Key Terms preview important vocabulary.

Formative assessment opportunities abound in Introduction to Anatomy & Physiology:

- Each numbered content heading within a lesson ends with Check Your Understanding questions to help students check their comprehension.
- The Lesson Review and Assessment at the end of each lesson within the chapter includes a Mini Glossary that provides definitions for all key terms introduced in the lesson and provides opportunities to evaluate learning using multiple modes of assessment. These activities enable students to confirm learning and build on knowledge.
- A Chapter Review and Assessment provides an opportunity to "put it all together," applying information learned throughout the chapter to get the big picture.
- The questions in both the Lesson Review and Assessment and the Chapter Review and Assessment include the Learning Objective number associated with the lesson and the section within the lesson that covers the information tested by the question. This allows students to easily find and review the information if they have trouble answering a question.

Readability

The student-friendly organization of Introduction to Anatomy & Physiology makes the text ideal for high school students. The 15 chapters present information in manageable chunks, promoting comprehension and retention. The lessons within each chapter are logically organized to present anatomy and physiology, then progress to common pathology associated with the body system. The clear, easy-to-read information is targeted specifically to high school students.

Learning Activities and Study Aids

Introduction to Anatomy & Physiology includes a variety of exceptional study aids. For example, e-flash cards for key terms can be found on the Companion Website. Interactive, online games can help students practice their understanding of vocabulary. In addition, the text provides linguistic support through phonetic spellings of medical terms, boosting students' understanding and mastery of terms and medical vocabulary. Students can also listen to pronunciations for medical terms in the online audio glossary. Many of the activities found in the lesson and chapter reviews emphasize collaborative learning: students break into small groups and divide responsibilities for achieving a specific goal—a crucial skill in an increasingly diverse and competitive work environment. The collaborative learning exercises also reinforce students' understanding of concepts presented in the text.

Each chapter includes a variety of special features that engage students with interesting facts, promote and enhance comprehension, take the content a step further, or challenge students to apply or discuss the material they are learning.

- A Clinical Case Study feature discusses diseases and disorders. These Clinical Case Studies challenge students to answer thought-provoking questions about real-world situations and apply knowledge of each body system to understand common disorders and diseases associated with each body system.
- Career Corner features present information about potential career opportunities associated with each body system. By studying these features, students can investigate career possibilities.

- Memory Tips help students understand word roots, prefixes, and suffixes that make up medical terms. Understanding word parts that make up anatomical terms can help students figure out meanings of new words. Memory Tips also suggest mnemonics and other ideas to help students remember the meanings of terms.
- What Research Tells Us provides information about ongoing research in the field of human anatomy and physiology. This helps students understand the constantly evolving nature of healthcare and the opportunities offered by continuing research and development.
- Life Span Development features trace the development of each body system from before birth to old age. Through these features, students will gain a better understanding of how the body changes throughout life, as well as the implications for lifestyle choices.
- Detailed tables of trauma, diseases, and disorders highlight common diseases and conditions. In addition to pathology and etiology, these tables detail how each condition is diagnosed and how it can be prevented or treated.
- An outstanding illustration program includes anatomically exact drawings with great use of color, simplified labeling, and teaching captions. These illustrations will help students visually understand new information as presented in the text.

New to This Edition

The third edition of Introduction to Anatomy & Physiology features updates in medical knowledge, scientific technology, and terminology, including the following topics:

- COVID-19, including its pathology, spread, and impact on health
- Artificial tissues and organs
- Bone tissue engineering
- Heart transplants
- Enhanced information about existing topics, including muscle disorders, sense of touch, and the impact of Rh factor on the universal donor and universal recipient definitions

Connections to HOSA—Future Health Professionals

The third edition of this textbook has been integrated with event prep activities for HOSA-Future Health Professionals. These activities provide students with opportunities for personal and professional development through involvement in membership in their local HOSA chapter.

Each chapter in Introduction to Anatomy & Physiology includes multiple opportunities to encourage student participation in HOSA—Future Health Professionals and prepare students for competitive events. A HOSA Event Prep activity at the beginning of each chapter introduces students to a competitive event and encourages them to research it.

At the end of each chapter, a HOSA Event Prep icon indicates activities that prepare students for competitive events. These competitive events are identified in the lesson plans in the Instructor Resources. For example, in Chapter 5, a range-of-motion lab investigation prepares students for the Physical Therapy event. A Communicating about Anatomy & Physiology activity in Chapter 11 asks students to use HOSA's Public Service Announcement event guidelines to create a public service announcement about the symptoms of a cerebrovascular accident (stroke). This activity both reinforces and extends student knowledge of this condition and helps prepare students to participate in HOSA's Public Service Announcement competition.

Improved Instructional Design
The already-impressive organization and instructional design of this textbook has been tightened even more. Now, every level-1 head in every lesson is tied specifically to a Learning Outcome (LO), which is clearly stated at the beginning of the lesson. The relevant LOs are included with every question and activity at the end of each lesson and in the end-of-chapter materials, so that students who need help can easily find the relevant information in the chapter.

Major Tool - Student Components Describe each of the components, including a format description.
Introduction to Anatomy & Physiology covers all body systems using a student-friendly writing style that makes complex subjects easier to understand. Written specifically for the high school market, the chapters in this textbook are divided into lessons, providing content in a manageable format for the student. Each lesson is further divided into subtopics, with questions at the end of each subtopic to help students gauge their understanding of the material. Clinical case studies and real-world applications enhance student interest and involvement. An outstanding illustration program includes anatomically exact drawings with great use of color, simplified labeling, and teaching captions. Strong pedagogy includes study aids, such as learning objectives, lesson summaries, and extensive assessment opportunities increase students' ability to succeed in this challenging course. This edition has been updated to include content on the impact of COVID-19, artificial tissues, muscle disorders, the sense of touch, and Rh factor to the universal donor and universal recipient definitions.

The Online Learning Suite includes an online textbook, which is an exact replica of the print textbook, lab investigations and digital activities, and a companion website with additional digital learning tools.

Chapter 1 Foundations of Human Anatomy and Physiology
Chapter 2 Cells and Tissues
Chapter 3 Membranes and the Integumentary System
Chapter 4 The Skeletal System
Chapter 5 The Muscular System
Chapter 6 The Nervous System

Chapter 7 The Special Senses
Chapter 8 The Endocrine System
Chapter 9 The Respiratory System
Chapter 10 The Blood
Chapter 11 The Cardiovascular System
Chapter 12 The Lymphatic and Immune Systems
Chapter 13 Nutrition and the Digestive System
Chapter 14 The Urinary System
Chapter 15 The Male and Female Reproductive Systems

Major Tool - Teacher Components Describe each of the components, including a format description.

Specially created by teachers for teachers, the G-W Instructor Resources are indispensable packages of instruction that save you time and make it easier to prepare for class, reinforce new concepts, and assess learning.

Lesson Plans and Activities. Experienced teachers have developed detailed lesson plans and creative activities to accompany the textbooks. There's no need to spend days recreating your courses—they have done it for you!

PowerPoint® Presentations. Editable slides for each chapter engage a variety of learning styles, improve student focus, encourage discussion, and provide visual impact.

Assessments. Creating quizzes and tests is fast and simple! Use the questions already created or add your own for customized assessment. All questions are correlated to standards for national assessment.

Workbooks. Creative workbook activities inspire students to review and apply concepts.

Interactive Content. Additional interactive content including flash cards, animations, and interactive activities enhance the learning experience. Review questions can be completed and submitted to the instructor digitally.

4. IDENTIFY AND DESCRIBE THE ANCILLARY MATERIALS. Briefly describe the ancillary materials and their relationship to the major tool.

Ancillary Materials - Student Components Describe each of the components, including a format description.

Ancillary Materials - Teacher Components Describe each of the components, including a format description.

5. IDENTIFY WHICH INDUSTRY STANDARD PROTOCOLS ARE UTILIZED FOR INTEROPERABILITY?

We offer 1EdTech-compliant LTI, QTI, and OneRoster® products and will work closely with you to ensure that they are configured properly within your LMS. G-W also supports rostering and single sign-on.

6. **HOW MUCH INSTRUCTIONAL TIME IS NEEDED FOR THE SUCCESSFUL IMPLEMENTATION OF THIS PROGRAM?** Identify and explain the suggested instructional time for this submission. If a series, state the suggested time for each level. The goal is to determine whether the amount of content is suitable to the length of the course for which it is submitted.

   Introduction to Anatomy and Physiology offers pacing guides for 18- and 36-week courses.

7. **WHAT PROFESSIONAL DEVELOPMENT IS AVAILABLE?** Describe the ongoing learning opportunities available to teachers and other education personnel that will be delivered through their schools and districts as well as the training/in-service available directly from the publisher for successful implementation of the program. Also provide details of the type of training/in-service available and how it may be obtained. (The information provided here will be used in the instructional materials catalog in the case of adoption of the program.)

   G-W programs are typically very easy to implement due to the way we design our instructor resources and the support we provide to you in launching your implementation. We provide training, professional development and ongoing support based on the needs of the district. While some districts request in-person presentations, other districts may choose for several small group webinars over several weeks.

   For example, for the Health Education implementation in the Los Angeles Unified School District in Los Angeles, California, we provided 10 small-group webinars over a 2-month period, allowing teachers to sign up based on their schedules. We also provided periodic check-ins or office hours to make sure that all teachers were using our resources effectively. This plan allowed LAUSD's Health instructors to be able to use our Health programs with ease, confidence, and fidelity. In other large districts such as Houston ISD in Houston, Texas, we've provided initial in-person trainings over two days, followed by virtual check-ins upon request.

   We will provide you with one free day of program training in the technology components of the text, the program design, Instructor Resources, and how to tie together all of the components for effective instruction. We also offer additional paid professional development days which districts may purchase as needed, and which are tailored to your instructional goals and teachers' needs. We suggest the training audience includes classroom teachers, aides, paras, SPED teachers, and anyone else involved in or supporting classroom instruction for the course who will need to understand how to use the materials. We provide in-person and remote professional development, and we also offer free webinars that offer instructional strategies you can use with your G-W products to maximize instruction. These on-demand webinars may be viewed here: https://support.g-w.com/kb/section/110/.

8. **WHAT HARDWARE/EQUIPMENT IS REQUIRED?** List and describe the hardware/equipment needed to implement the submission in the classroom. REMEMBER: Florida law does not allow hardware/equipment to be included on the bid; however, schools and districts must be made aware of the hardware/equipment needed to fully implement this program.

   G-W content has the following hardware requirements for use:
   - Internet/broadband connection via cable/DSL or higher (recommended)
   - 2 GHz (or greater) processor
   - 2 GB RAM
   - Video card, audio card, and monitor capabilities
   - 100 MB disk space for downloading assignments/resources (optional)

9. **WHAT LICENSING POLICIES AND/OR AGREEMENTS APPLY?** If software is being submitted, please attach a copy of the company's licensing policies and/or agreements.

   Our licensing is 1:1 and a district would need to determine whether it would purchase one-year licenses each year or opt for a 6-year license. Licenses can be transferred. The number of 1:1 licenses or "seats" you purchase remains the same for the life of the adoption, and those "seats" can be assigned to whomever you designate. Our Terms of Use may be viewed at https://www.g-w.com/terms and our privacy policy at https://www.g-w.com/privacy.

10. **WHAT STATES HAVE ADOPTED THE SUBMISSION?** List any states in which this submission is currently adopted.

    Florida, Idaho, North Carolina, South Carolina, Tennessee are states with a state instructional materials review and adoption process who have also adopted this title. This title has also been purchased by numerous districts in states who do not have a state instructional materials review and adoption process.

11. **WHAT OPEN EDUCATIONAL RESOURCES RELATED TO THIS BID DO YOU MAKE AVAILABLE(S)?** List and describe each of the components, including a format description. (Open Educational Resources (OER) are high-quality, openly licensed, online educational materials that offer an extraordinary opportunity for people everywhere to share, use and reuse knowledge.)

    We do not provide OER.

12. **ALTHOUGH NOT CALLED FOR IN THE STATE ADOPTION, DO YOU HAVE ADVANCED PLACEMENT (AP) OR ACCELERATED PROGRAM INSTRUCTIONAL MATERIALS AVAILABLE FOR THE COURSE(S) BID FOR ADOPTION?**

    No.

13. **WHAT, IF ANY, FOREIGN LANGUAGE TRANSLATIONS DO YOU HAVE AVAILABLE?**

    This edition is available only in English.

14. DO YOU PROVIDE ACCESS POINT SCAFFOLDING OR AN ACCESS POINT CORRELATION UPON REQUEST?

No.

15. ESSA LEVELS OF EVIDENCE: To be considered an evidence-based program (or practice), it is required to have evidence to show that the program is in fact effective at producing results and improving outcomes in reading when implemented. Identification of evidence level alignment, Levels 1-4 (as outlined in the specifications), for the entirety of the program, part of the program, or individual practices within the program is required. Please explain how your product meets these requirements.

Our Career and Technical Education programs are designed to lead to industry-based certification and job placement. Assessments are school-based. Schools using our programs would need to track the number of industry-based certifications attained in order to gain insight into student impact.