



PORTAFOLIO DE EVIDENCIAS

2DA OPORTUNIDAD EXTRAORDINARIA

BIOLOGY IN HEALTH

Nombre del estudiante: _____

Matrícula: _____ **Grupo:** _____

Docente: _____

Fecha: _____

El presente portafolio forma parte del 50% de tu calificación. Este valor se obtendrá siempre y cuando cumpla con los siguientes requisitos:

1. Escribe tus datos de identificación completos.
2. Adjunta el portafolio en la Plataforma Ms Teams en formato PDF, el día y hora que el docente asigne la tarea correspondiente a la segunda oportunidad; no olvides agregar tu nombre completo en cada hoja.
3. Verifica el envío correcto del portafolio.

SIGUE LAS INSTRUCCIONES BRINDADAS POR TU MAESTRO PARA EL LLENADO DE ESTE PORTAFOLIO.

¡ADVERTENCIA!

El plagio y comercio de material académico contenido en este portafolio será sancionado en los términos de la Legislación Universitaria.

2ND OPPORTUNITY PORTFOLIO

BIOLOGY IN HEALTH

INSTRUCTIONS: DEFINE AS COMPLETELY AND CORRECTLY AS POSSIBLE THE FOLLOWING CONCEPTS ACCORDING TO YOUR HEALTH BIOLOGY TEXTBOOK.

GUIDELINES:

- The work must be uploaded to Teams in PDF format.
- The work must be uploaded on the date established by the teacher.
- The assignment must be handwritten in blue pen.
- Include your name on each sheet

Stage 1: Introduction to Biology in Health

Formative purpose: Analyzes the concepts of cell structure, levels of human organization and homeostasis, and relates them to risk factors for health and life preservation.

DIMENSION 1: Define the following words

Cell

Growth

Reproduction

Response to stimuli

Metabolism

Health

Disease

Ribosomes

Nucleoid

Anton Van Leeuwenhoek

Risk factor

Lifestyle

DIMENSION 2: Draw the prokaryotic and eukaryotic cell and indicate its parts.

	Very Good Level 12 POINTS	Good Level 9 POINTS	Sufficient Level 6 POINTS	Insufficient Level 3 POINTS
Integrates the requested concepts and defines them correctly.	Integrates all the concepts.	Integrates most of the requested concepts	Integrates half of the requested concepts.	Fails to integrate half of the requested concepts.
The definitions coincide with those found in the textbook.	All concepts defined correctly and definitions taken from the textbook	Almost all concepts defined correctly and most taken from the textbook.	Only some concepts defined correctly and some taken from the textbook	Most of the concepts are not defined correctly and not taken from the textbook.
Elaborated it by hand, with the concepts written as requested in the activity.	Elaborated by hand with the concepts written as requested in the activity.	Elaborated by hand and the written concepts fulfill most of what was requested in the activity.	Elaborated by hand and the written concepts fulfill some of what was requested in the activity.	Hand-drawn and the written concepts do not meet most of what is requested in the activity.
Included drawing of eukaryotic and prokaryotic cell.	Included the drawing of the eukaryotic and prokaryotic cell Included the drawing of the eukaryotic and prokaryotic cell and correctly indicated the parts.	Included the drawing of the eukaryotic and prokaryotic cell but did NOT indicate the parts.	Included only a drawing of the eukaryotic and prokaryotic cell and correctly indicated the parts.	Did not include a drawing of the eukaryotic and prokaryotic cell and correctly indicated the parts.

Stage 2: Interchange with the External Environment

Formative purpose: Apply knowledge of the general structure and function of the organ systems related to nutrition, digestive system, excretory system (emphasizing the urinary system) and respiratory system in making decisions that will allow him/her to adopt and maintain a healthy lifestyle, using critical and reflective thinking.

DIMENSION 1: Correctly define the following words.

Feeding

Nutrition

Vitamins

Minerals

Digestion

Esophagus

Bulimia

Anorexia

Larynx

Respiratory system

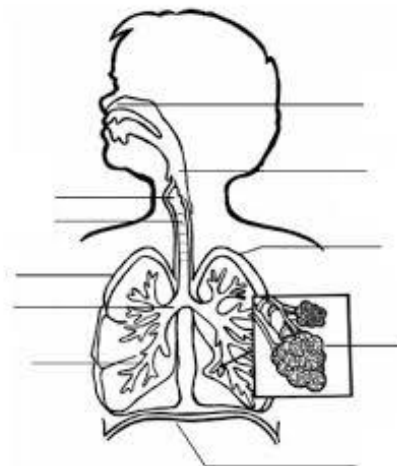
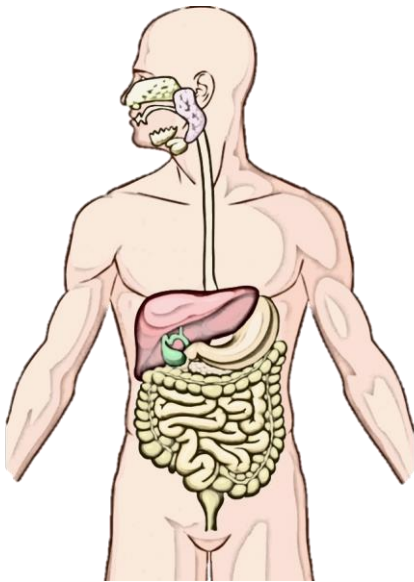
Nose

Renal calculus

Cystitis

Tuberculosis

DIMENSION 2: Indicates the parts of the digestive and respiratory systems.



	Very Good Level 12 POINTS	Good Level 9 POINTS	Sufficient Level 6 POINTS	Insufficient Level 3 POINTS
Integrates the requested concepts and defines them correctly.	Integrates all the concepts.	Integrates most of the requested concepts	Integrates half of the requested concepts.	Half of the requested items are not included .
The definitions coincide with those found in the textbook.	All concepts defined correctly and definitions taken from the textbook.	Almost all concepts defined correctly and most taken from the textbook.	Only some concepts defined correctly and some taken from the textbook	Most concepts are not defined correctly and not taken from the textbook.
Elaborated it by hand, with the concepts written as requested in the activity.	Elaborated by hand with written concepts as requested in the activity.	Elaborated by hand and the written concepts meet most of what is requested in the activity.	Elaborated by hand and the written concepts comply with some of what is requested in the activity.	Prepared by hand and the written concepts do not meet what is requested in the activity.
Included the drawing of the digestive and respiratory system.	Included the drawing of the digestive and respiratory system and correctly indicated the parts.	Included a drawing of the digestive and respiratory system but did NOT indicate the parts	Included only one of the digestive and respiratory system and correctly indicated the parts.	Did not include a drawing of the digestive and respiratory system and correctly indicated the parts.

Stage 3: Support, movement, transport and defense

Formative purpose: Apply knowledge of the organ systems related to support, movement, transport and defense, their structure and general functioning, as well as the identification of risk factors in the skeletal, muscular, integumentary, circulatory, lymphatic and immunological systems to make decisions that allow them to adopt and maintain a healthy lifestyle, using critical and reflective thinking.

DIMENSION 1: Correctly define the following words.

Skeletal system

Bones

Cartilage

Ligaments

Muscular system

Tendons

Joints

Sprain

Dislocation

Circulatory system

Heart

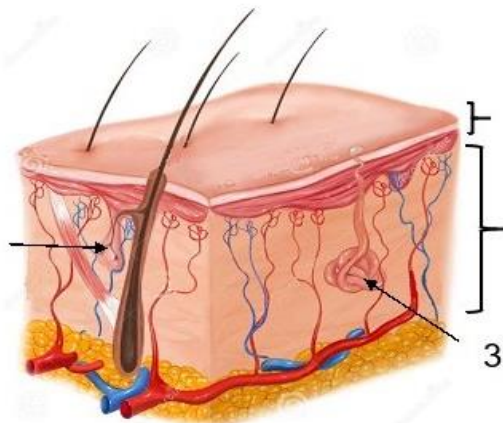
Atherosclerosis

Acne

Immune system

Natural passive immunity

DIMENSION 2: Correctly indicate the parts of the following image.



	Very Good Level 13 POINTS	Good Level 9 POINTS	Sufficient Level 6 POINTS	Insufficient Level 3 POINTS
Integrates the requested concepts and defines them correctly.	Integrates all the concepts.	Integrates most of the requested concepts	Integrates half of the requested concepts.	Half of the requested items are not included .
The definitions coincide with those found in the textbook.	All concepts defined correctly and definitions taken from the textbook.	Almost all concepts defined correctly and most taken from the textbook.	Only some concepts defined correctly and some taken from the textbook	Most concepts are not defined correctly and not taken from the textbook.
Elaborated it by hand, with the concepts written as requested in the activity.	Elaborated by hand with written concepts as requested in the activity.	Elaborated by hand and the written concepts meet most of what is requested in the activity.	Elaborated by hand and the written concepts comply with some of what is requested in the activity.	Prepared by hand and the written concepts do not meet what is requested in the activity.
Included the drawing of the integumentary system	Included the drawing of the integumentary system and correctly indicated the parts.	Included a drawing of the integumentary system but did NOT indicate the parts.	Included only a drawing of the integumentary system and correctly indicated the parts.	Did not include a drawing of the integumentary system and correctly indicated the parts.

Stage 4: Control, regulation and continuity of life.

Formative purpose: Apply knowledge of the organ systems related to the chemical control, regulation and continuity of life, its structure and general functioning, as well as the identification of risk factors in the nervous, endocrine and reproductive systems to make decisions that allow them to adopt and maintain a healthy lifestyle, using critical and reflective thinking.

DIMENSION 1: Correctly define the following definitions

Central, peripheral and autonomic nervous system

Neurons

Dendrites

Endocrine system

Hormones

Male Reproductive System

Spermatozoa

Female Reproductive System

Ovules

Syphilis

Chlamydia

DIMENSION 2: Make a graphic organizer of contraceptive methods.

	Very Good Level 13 POINTS	Good Level 9 POINTS	Sufficient Level 6 POINTS	Insufficient Level 3 POINTS
Integrates the requested concepts and defines them correctly.	Integrates all the concepts.	Integrates most of the requested concepts.	Integrates half of the requested concepts.	Half of the requested items are not included .
The definitions coincide with those found in the textbook.	All concepts defined correctly and definitions taken from the textbook.	Almost all concepts defined correctly and most taken from the textbook.	Only some concepts defined correctly and some taken from the textbook	Most concepts are not defined correctly and not taken from the textbook.
Elaborated it by hand, with the concepts written as requested in the activity.	Elaborated by hand with written concepts as requested in the activity.	Elaborated by hand and the written concepts meet most of what is requested in the activity.	Elaborated by hand and the written concepts comply with some of what is requested in the activity.	Prepared by hand and the written concepts do not meet what is requested in the activity.
Graphic organizer	The graphic organizer was elaborated including the parts of the female and male system, the phases of menstruation and Sexually Transmitted Diseases.	The graphic organizer was elaborated including the parts of the female and male system, the phases of menstruation but NOT Sexually Transmitted Diseases.	The graphic organizer was elaborated including half parts of the female and male system, but NOT the phases of menstruation and Sexually Transmitted Diseases.	The graphic organizer was not developed or is incomplete.

Elaborated by: MC. Evelyn Nallely Muñiz Guzmán (Coordinadora)

Approved by: Miembros de Academia de Biología

Verified by: Área de Apoyo y Desarrollo de Clase

Validated by: ME. Nancy Elvira Tenorio Garza (Secretaria Académica)