



# PORTFOLIO OF EVIDENCES

EXTRAORDINARY 2° OPPORTUNITY

## BIOLOGY IN HEALTHCARE

Student name: \_\_\_\_\_

Group: \_\_\_\_\_

Student ID: \_\_\_\_\_ Date: \_\_\_\_\_

Teacher: \_\_\_\_\_

The present portfolio is part of 50% of your grade. This value will be obtained as long as it meets the following requirements:

1. Write your complete identification data.
2. The portfolio must be delivered person as a requirement the day of the exam.

**FOLLOW THE INSTRUCTIONS PROVIDED BY YOUR TEACHER FOR THE COMPLETION OF THIS PORTFOLIO**

**!!!WARNING!!!**

Plagiarisms and trade of academic material contained in this portfolio will be punished under the terms of the University Legislation.

# SECOND OPPORTUNITY PORTFOLIO

## BIOLOGY IN HEALTHCARE

**INSTRUCTIONS: DEFINE THE FOLLOWING CONCEPTS AS COMPLETELY AND ACCURATELY AS POSSIBLE, BASED ON YOUR BIOLOGY IN HEALTH TEXTBOOK:**

- The assignment must be turned in on the day of the exam
- The assignment must be completed by hand using a blue pen.
- Write your name on each page
- If the items are NOT taken from the book, they will be worth fewer points.

### **Stage 1: Introduction to Biology in Health**

*Learning objective: Analyze concepts related to cell structure, the levels of organization in the human body, and homeostasis, and relate them to health risk factors and the preservation of life.*

#### ***DIMENSION 1: Define the following words***

Cell

---

---

---

Growth

---

---

---

Reproduction

---

---

---

Response to stimuli

---

---

---

Metabolism

---

---

---

Ribosomes

---

---

Nucleoid

---

---

Anton Van Leeuwenhoek

---

---

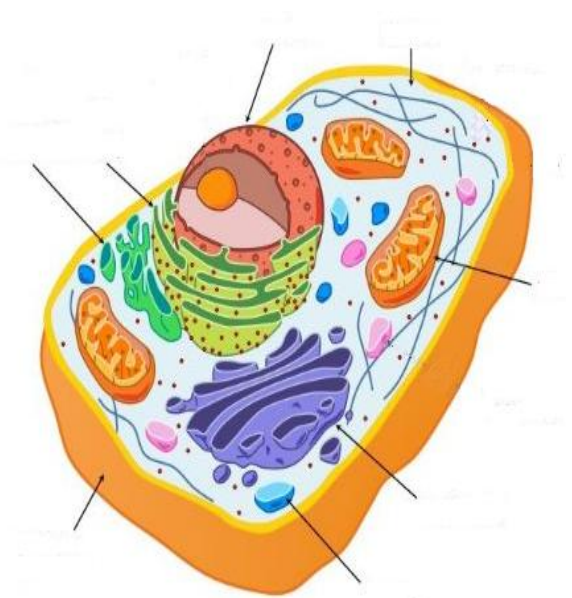
---

***DIMENSION 2: Using the words in the box below, answer the questions as asked.***

Homeostasis	Illness	Health
Depression	Risk factor	Lifestyle

1. It is the ability to maintain stable internal conditions despite external environmental conditions  
\_\_\_\_\_
2. "A state of complete physical, mental, and social well-being, and not merely the absence of disease or infirmity." \_\_\_\_\_
3. A change or deviation from the normal physiological state in one or more parts of the body, caused by generally known factors, manifested by characteristic symptoms and signs, and whose course is more or less predictable. \_\_\_\_\_
4. It refers to any detectable characteristic or circumstance of a person or group of people associated with an increased likelihood of developing or suffering from a disease.  
\_\_\_\_\_
5. A set of behaviors and habits that persist in a person and shape certain choices in their life, such as how they carry out their daily activities, how they interact with others, and even their consumption patterns  
\_\_\_\_\_
6. A condition that can affect anyone, characterized by changes in mood, behavior, feelings, and thought patterns. \_\_\_\_\_

**DIMENSION 3: Identify the parts of a prokaryotic and eukaryotic cell.**



	<b>Very Good Level 12 POINTS</b>	<b>Good Level 9 POINTS</b>	<b>Sufficient Level 6 POINTS</b>	<b>Insufficient Level 3 POINTS</b>
<b>Incorporates the requested concepts and defines them correctly.</b>	It brings all the concepts together.	It covers most of the concepts required	It includes half of the concepts requested.	<b>He is unable to incorporate half of the concepts requested.</b>
<b>The definitions match those found in the textbook.</b>	All concepts have been defined correctly, and the definitions have been taken from the textbook.	Almost all the concepts are defined correctly and are taken mostly from the textbook.	Just a few concepts defined correctly and a few taken from the textbook	Most of the concepts are not defined correctly and are not taken from the textbook.
<b>It's created by hand, writing down the concepts as requested in the assignment.</b>	Handcrafted using the concepts written down as requested in the activity.	It is handcrafted, and the written concepts cover most of what was requested in the assignment.	It is handcrafted, and the written concepts address some of the requirements of the activity.	Handcrafted, and the written concepts do not meet the requirements specified in the actividad.
<b>The student included drawings of eukaryotic and prokaryotic cells</b>	The student included drawings of eukaryotic and prokaryotic cells and correctly labeled their parts.	The student included drawings of eukaryotic and prokaryotic cells but did NOT label the parts.	The student included only one diagram of a eukaryotic and a prokaryotic cell and correctly labeled the parts.	The student did not include the diagrams of the eukaryotic and prokaryotic cells, but he correctly identified their parts.

## Stage 2: Exchange With the External Environment

*Learning Objective: Apply knowledge of the structure and general function of the organ systems related to nutrition—including the digestive system, excretory system (with an emphasis on the urinary system), and respiratory system—to make decisions that enable you to adopt and maintain a healthy lifestyle, using critical and reflective thinking.*

***DIMENSION 1: Define the following words correctly.***

Food

---

---

---

Nutrition

---

---

---

Vitamins

---

---

---

Carbohydrates

---

---

---

Proteins

---

---

---

Lipids

---

---

---

Minerals

---

---

Digestion

---

---

---

Stomach

---

---

Esophagus

---

---

Bulimia

---

---

---

Anorexia

---

---

---

Larynx

---

---

Respiratory System

---

---

Nose

---

---

Bronchi

---

---

Bronchioles

---

---

Alveoli

---

---

Kidney Stone

---

---

---

Cystitis

---

---

---

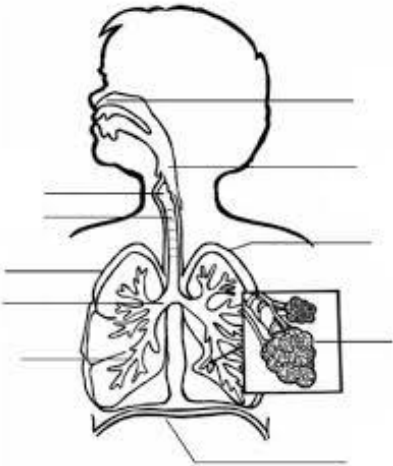
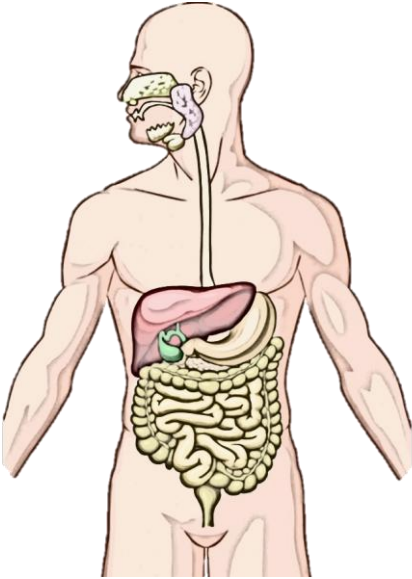
Tuberculosis

---

---

---

**DIMENSION 2: Identifies the parts of the digestive system and the respiratory system**



	<b>Very Good Level 12 POINTS</b>	<b>Good Level 9 POINTS</b>	<b>Sufficient Level 6 POINTS</b>	<b>Insufficient Level 3 POINTS</b>
<b>Incorporates the requested concepts and defines them correctly.</b>	It brings all the concepts together.	It covers most of the concepts required	It includes half of the concepts requested.	<b>He is unable to incorporate half of the concepts requested.</b>
<b>The definitions match those found in the textbook.</b>	All concepts have been defined correctly, and the definitions have been taken from the textbook.	Almost all the concepts are defined correctly and are taken mostly from the textbook.	Just a few concepts defined correctly and a few taken from the textbook	Most of the concepts are not defined correctly and are not taken from the textbook.
<b>It is created by hand, writing out the concepts as requested in the assignment.</b>	Handcrafted using the concepts written down as requested in the activity.	It is handcrafted, and the written concepts cover most of what was requested in the assignment.	It is handcrafted, and the written concepts address some of the requirements of the activity.	It was done by hand, and the written concepts do not meet the requirements of the assignment.
<b>The student included a diagram of the digestive and respiratory systems</b>	The student included a diagram of the digestive and respiratory systems and correctly labeled the parts.	the student included a diagram of the digestive and respiratory systems but did NOT label the parts.	the student included only one diagram of the digestive and respiratory systems and correctly identified the parts.	The student did not include a diagram of the digestive and respiratory systems, but he correctly labeled the parts.

### **Stage 3: Support, Movement, Transport, and Defense**

*Learning Objective: Apply knowledge of the organ systems related to support, movement, transport, and defense—including their structure and general functioning—as well as the identification of risk factors in the skeletal, muscular, integumentary, circulatory, lymphatic, and immune systems, to make decisions that enable students to adopt and maintain a healthy lifestyle, using critical and reflective thinking.*

***DIMENSION 1: Define the following words correctly.***

Skeletal system

---

---

---

Bones

---

---

---

Cartilage

---

---

---

Ligaments

---

---

---

Fracture

---

---

---

Muscular system

---

---

---

Smooth muscle

---

---

Heart muscle

---

---

Musculoskeletal

---

---

Tendons

---

---

---

Joints

---

---

---

Sprain

---

---

---

Dislocation

---

---

---

Circulatory system

---

---

---

Heart

---

---

---

Veins

---

---

Arteries

---

---

Atherosclerosis

---

---

---

Acne

---

---

---

Immune System

---

---

---

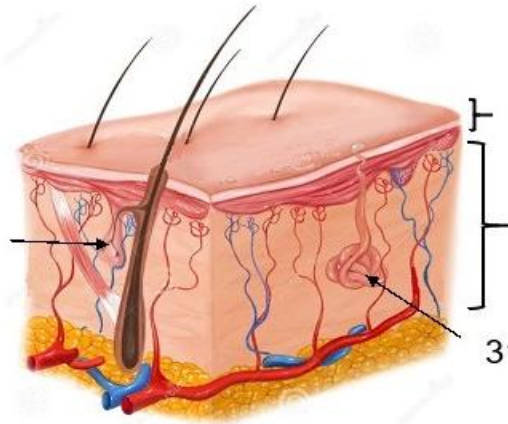
Natural passive immunity

---

---

---

**DIMENSION 2: Correctly identify the parts of the following image.**



<b>SIGNATURE</b>	<b>Very Good Level 13 POINTS</b>	<b>Good Level 9 POINTS</b>	<b>Sufficient Level 6 POINTS</b>	<b>Insufficient Level 3 POINTS</b>
<b>Incorporates the requested concepts and defines them correctly.</b>	It brings all the concepts together.	It covers most of the concepts required	It includes half of the concepts requested.	<b>He is unable to incorporate half of the concepts requested.</b>
<b>The definitions match those found in the textbook.</b>	All concepts have been defined correctly, and the definitions are taken from the textbook.	Almost all the concepts are defined correctly and are taken mostly from the textbook.	Just a few concepts defined correctly and a few taken from the textbook	Most of the concepts are not defined correctly and are not taken from the textbook.
<b>It's created by hand, writing down the concepts as requested in the assignment.</b>	Handcrafted using the concepts written down as requested in the activity.	It is handcrafted, and the written concepts cover most of what was requested in the assignment..	It is handcrafted, and the written concepts address some of the requirements of the activity.	It was done by hand, and the written concepts do not meet the requirements of the assignment.
<b>The student included a diagram of the integumentary system</b>	The student included a drawing of the integumentary system and correctly labeled its parts.	The student included a drawing of the integumentary system and correctly labeled its parts.	The student included a drawing of the integumentary system and correctly labeled its parts.	The student did not include a drawing of the integumentary system but correctly identified its parts.

## **Stage 4: Control, regulation, and continuity of life.**

*Learning Objective: Apply knowledge of the organ systems involved in chemical control, regulation, and the maintenance of life—including their structure and general functioning—as well as the identification of risk factors in the nervous, endocrine, and reproductive systems, to make decisions that enable students to adopt and maintain a healthy lifestyle, using critical and reflective thinking.*

### ***DIMENSION 1: Correctly define the following terms.***

Central, peripheral, and autonomic nervous systems

---

---

---

Neurons

---

---

---

Dendrites

---

---

---

Axon

---

---

---

Endocrine system

---

---

---

Hormones

---

---

---

Thyroid

---

---

Adrenal glands

---

---

Pancreas

---

---

Male Reproductive System

---

---

---

Sperm

---

---

Female Reproductive System

---

---

---

Eggs

---

---

Syphilis

---

---

---

Chlamydia

---

---

---

**DIMENSION 2: Create a chart showing different methods of contraception.**

	<b>Very Good Level 13 POINTS</b>	<b>Good Level 9 POINTS</b>	<b>Sufficient Level 6 POINTS</b>	<b>Insufficient Level 3 POINTS</b>
<b>Incorporates the requested concepts and defines them correctly.</b>	It brings all the concepts together.	It covers most of the concepts required	It includes half of the concepts requested.	<b>He is unable to incorporate half of the concepts required.</b>
<b>The definitions match those found in the textbook.</b>	All concepts have been defined correctly, and the definitions have been taken from the textbook.	All concepts have been defined correctly, and the definitions have been taken from the textbook.	Just a few concepts defined correctly and a few taken from the textbook	Most of the concepts are not defined correctly and are not taken from the textbook.
<b>The student created it by hand, writing down the concepts as requested in the assignment.</b>	The student created it by hand, writing down the concepts as requested in the assignment.	It is handcrafted using the concepts written down as requested in the activity.	Handcrafted, and the written concepts meet some of the requirements of the activity.	It was done by hand, and the written concepts do not meet the requirements of the assignment.
<b>Graphic designer</b>	The infographic was created to include the female and male reproductive systems, the phases of the menstrual cycle, and sexually transmitted diseases.	The infographic was created to include the female and male reproductive systems and the phases of the menstrual cycle, but NOT sexually transmitted diseases.	The infographic was created to include elements of both the female and male reproductive systems, but it does NOT cover the phases of the menstrual cycle or sexually transmitted diseases.	The flowchart was not created or is incomplete

## SECOND OPPORTUNITY REVIEW

<https://www.daypo.com/repaso-2da-op-biologia.html#test>

Prepared by: MC Evelyn Nallely Muñiz Guzmán