

Bones, Muscles and Skin

The Skeletal System

There are five major functions of the skeletal system:

1. Enables you to move around
2. Protects internal organs
3. Provides support and determines the shape of your body
4. Stores materials
5. Produces blood cells

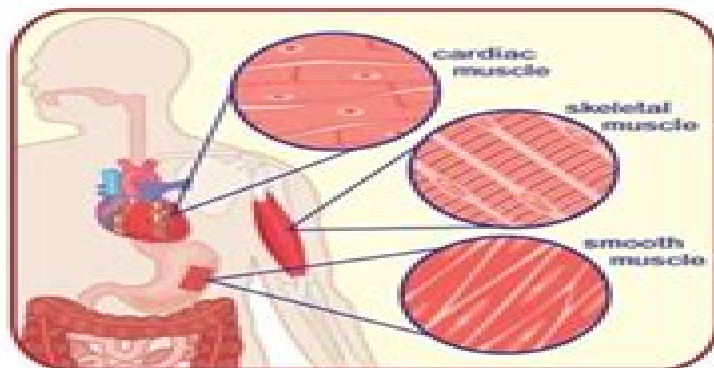
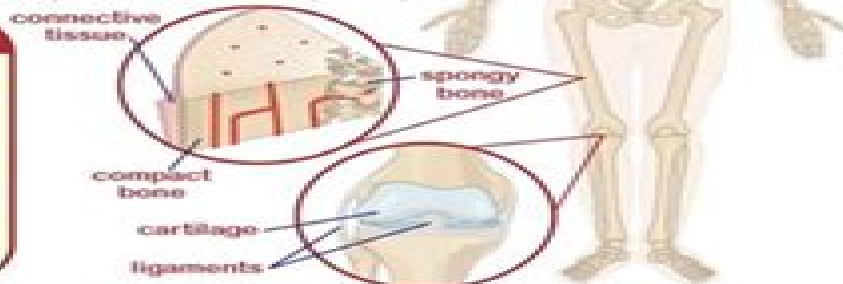
The structure of a bone consists of an outer layer of hard connective tissue. Beneath the outer layer is the **compact bone tissue** followed by the **spongy bone tissue**. The spongy bone tissue gives the bone its lightweight and provides strength. The spaces within the bone are filled with **marrow**, a soft connective tissue within bones. The two types of marrow are yellow and red. The **yellow marrow** stores fat and other materials to use for energy when necessary. The **red marrow** produces blood cells for the body.

Cartilage is a connective tissue that is flexible and strong, but softer than bone. Cartilage covers the ends of many bones and acts like a cushion, protecting the bones from being damaged.

Types of joints



Every place in your body where two bones come together is called a **joint**. The body has four kinds of **movable joints** — ball and socket, hinge, pivot, and gliding joints. Immovable joints are joints between bones that do not allow movement. Examples of **immovable joints** are the joints between the bones of the skull.



The Muscular System

Muscles that you are able to control are called **voluntary muscles**. Muscles that you are not able to control are called **involuntary muscles**.

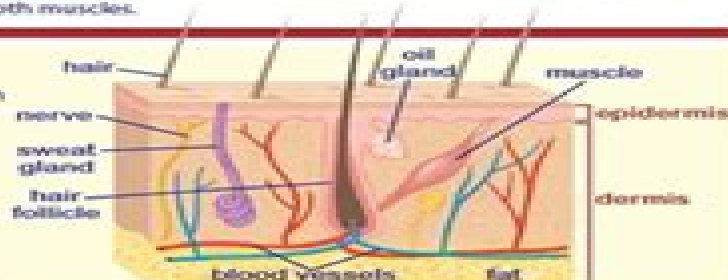
Types of muscles

There are three types of muscle tissue in the human body: **skeletal muscle**, **smooth muscle** and **cardiac muscle**.

Skeletal muscles are voluntary muscles that are attached to the bones of your skeleton. These muscles provide you with the ability to move. At each end of a muscle is a strong connective tissue that attaches your muscles to bones called a **tendon**.

Smooth muscles are involuntary muscles that are on the insides of internal organs. These muscles work automatically to control many functions of the body.

Cardiac muscle has characteristics in common with both skeletal and smooth muscles.



The Skin

The **skin** covers the body, prevents water loss, gathers information from the environment, eliminates waste, protects the body from injury and infection, produces vitamin D, and regulates the body's temperature. There are two main layers of the skin: the **dermis** and the **epidermis**.

The **dermis** is the inner layer of skin, just above a layer of fat, which contains nerves, blood vessels, hairs, oil glands, and sweat glands.

The **epidermis** is the outermost layer of skin that is thinner than the dermis and does not contain blood vessels or nerve cells.

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Bones Muscles And Skin Connecting Concepts

David Baud



Bones Muscles And Skin Connecting Concepts:

Moving from Growth to Asset-Based Mindsets Linsay DeMartino, Lisa Fetman, 2025-07-30 Promoting a growth mindset in PreK 12 schools is a valuable educational trend based on the idea that students who believe they can grow and improve will succeed more easily. However, when students struggle academically, there is often an undergirded assumption that they and sometimes their families are not trying hard enough or they just need to fit into a standardized mold. This deficit thinking places blame on students' perceived limitations and can lead to lower expectations or biases toward students who come from diversified backgrounds encompassing ability, socioeconomic status, race, language, gender, or culture. As an alternative approach, this book promotes the universal adoption of Asset-Based Practices (ABPs). ABPs encourage educators to see and honor the strengths in each student's identity. ABPs shift our focus to the assets that students and families bring into the classroom, viewing differences as resources rather than obstacles. This means recognizing and building on students' cultural, linguistic, and community-based knowledge to make learning richer and more inclusive for everyone. Implementing an asset-based approach can transform our classrooms. Research shows that students perform better and feel more motivated when they are recognized and valued for who they are. Bringing students' lived experiences into the curriculum can help them develop positive identities and a stronger sense of belonging, which boosts their academic and social growth. Instead of focusing on fixing students, ABPs ask us to adapt our teaching to connect with students' cultural backgrounds and experiences, coupled with recognizing the wealth of knowledge that students bring from their families and communities. Switching to an asset-based approach helps us move away from simply encouraging perseverance or grit in students. Instead, it invites us to take responsibility for creating an environment where every student feels they belong and can succeed. With ABPs, we are able to create more inclusive and affirming classrooms for all students where their identities are seen as strengths, not obstacles, and where their cultural, linguistic, and community knowledge is a foundation for learning. Innovative and creative methodologies and practices that aspiring and practicing educators can use right away are the primary focus of this book. Because the editors and contributors are former or current PreK 12 practitioners and many are also educational scholars, this book is written for a broad educational audience. *Moving from Growth to Asset-Based Mindsets* is for both preservice and practicing teachers across PreK 12 grade levels, school types, and geographic regions looking to improve their practice. To accomplish this, the editors and contributors provide entry points for transforming the educational landscape in favor of liberatory asset-based practices in PreK 12 schools. Additionally, this book is ideal for teacher and administrator preparation programs as well as PreK 12 professional development because it guides readers through theoretical and empirical discussions supported by hands-on applications that enable real-time application and concludes with interactive features like case studies, extension activities, and discussion prompts. Perfect for courses such as Introduction to Educating For Equity And Social Justice, Introduction to Cultivating Culturally Responsive Classrooms, Foundations of Classroom Management,

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Conceptual Modeling for New Information Systems Technologies Hiroshi Arisawa,Yahiko Kambayashi,2003-08-06 The objective of the workshops associated with ER 2001 the 20th International Conference on Conceptual Modeling was to give participants the opportunity to present and discuss emerging hot topics thus adding new perspectives to conceptual modeling This the 20th ER conference the first of the 21st century was also the first one in Japan The conference was held on November 27-30 2001 at Yokohama National University with 192 participants from 31 countries ER 2001 encompasses the entire spectrum of conceptual modeling from theoretical aspects to implementations including fundamentals applications and software engineering In particular ER 2001 emphasized e business and reengineering To meet this objective we selected the following four topics and planned four international workshops International Workshop on Conceptual Modeling of Human Organizational Social Aspects of Manufacturing Activities HUMACS 2001 Manufacturing enterprises have to confront a host of demands The competitive climate enhanced by communication and knowledge sharing will require increasingly rapid responses to market forces Customer demands for higher quality better services and lower cost will force manufacturers to reach new levels of flexibility and adaptability Sophisticated customers will demand products customized to meet their needs Industries have so far sought to cope with these challenges primarily through advances in traditional capital by installing more powerful hardware and software technology Attention to the role of humans combined with organizational and social schemes in manufacturing has only been marginal The workshop HUMACS 2001 aimed to challenge the relevance of this last point

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web bs 7671 2018 tables 41.2 41.3 and 41.4 indicate the maximum earth fault loop impedance values it s important to note that these are the maximum values which

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web the maximum acceptable earth electrode resistance for installations operating tn s or in tt systems where earth fault loop impedance is not restricted to a lower value is 200

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web the following table gives the limiting values of earth fault loop impedance when measured at ambient temperatures up to maximum measured values of planet fault

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web jul 18 2019 the maximum earth fault loop impedance values z_s in bs 7671 or the equivalent tables in the iet on site guide osg and iet guidance note 3 inspection

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web the value of maximum earth fault loop impedance z_{max} with respect to the actual total impedance z_s may be used to determine the appropriate earth cable size explained

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web tables 5.1 and 5.2 give maximum earth fault loop ripple values for fuses and for miniature circuit breakers to give a minimum disconnection time of 0.4 s includes the

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web the maximum values of earth fault loop impedance to achieve the disconnection time vary with the different types of protective device and also between manufacturers

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web the maximum z_s values given in tables 41 2 to 41 4 are based upon the line conductors carrying load current and being at a temperature of 70 c