

**DIRECTORATE OF SCHOOL EDUCATION, GOVERNMENT OF TAMILNADU, CHENNAI - 600 006.
ZOOLOGY SYLLABUS (LONG VERSION)**

I Bio - Diversity

1.1. Taxonomic System

STANDARD XI

Expected Specific Outcomes of Learning	Content in terms of Concepts	Curriculum Transactional Strategies	Illustrations	Evaluation	Suggested No. of Periods
1	2	3	4	5	6
1. Realises need for Taxonomy 2. Understands species concept. 3. Knows the importance of similarities and dissimilarities in Phenetic method. 4. Becomes familiar with identification keys 5. Knows the methods of Nomenclature.	1.1. Taxonomic System 1.1.1. Introduction - Taxa and species concepts - Methods of Taxonomy 1.1.2. Phenetic Methods 1.1.3. Identification Keys 1.1.4. Cyto taxonomy 1.1.5. Chemo taxonomy 1.1.6. Palaeotaxonomy 1.1.7. Nomenclature - Methods	1. Usage of Charts	1. Sketches of flow charts and relevant diagrams	1. What is biological species concept? 2. What is the importance of Karyotypes in taxonomy? 3. What is palaeotaxonomy? 4. What is the importance of Iso-enzymes in taxonomy?	10 periods

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I Bio - Diversity

1.2. Animal Groups

STANDARD XI

Expected Specific Outcomes of Learning	Content in terms of Concepts	Curriculum Transactional Strategies	Illustrations	Evaluation	Suggested No. of Periods
1	2	3	4	5	6
<p>1. Realises the differences between Parazoa and Metazoa.</p> <p>2. Recalls the role of coelom in grouping of metazoans</p> <p>3. Knows the intermediary position of Prochordates between Invertebrates and Vertebrates.</p> <p>4. Recalls the life cycle of Plasmodium.</p> <p>5. Compares the organ systems of earthworm and frog.</p>	<p>1.2. Animal Groups</p> <p>1.2.1. Methods of grouping animals</p> <p>1.2.1. Major phyla - General characters with appropriate examples.</p> <p>Protozoa - Porifera - Coelenterata - Platyhelminthes - Aschelminthes - Annelida - Arthropoda - Mollusca - Echinodermatea - Chordata - Prochordata - Vertebrata - Pisces - Amphibia - Reptilia - Aves - Mammalia.</p> <p>1.2.3. Type study - Plasmodium - Earthworm - Amphioxus - Frog - Pigeon</p>	<p>1. Visit to Museum</p> <p>2. Visit to Zoo.</p> <p>3. Observing preserved specimens</p> <p>4. Learning Taxidermy and wet preservation.</p> <p>5. Usage of Charts vedio clippings and Films.</p>	<p>1. Figures of important examples</p> <p>2. Life cycle of Plasmodium</p> <p>3. Relevent diagrams.</p>	<p>1. What is a coelenterate?</p> <p>2. Mention the parasitic adaptations of platyhelminthic worms.</p> <p>3. Differentiate radial and bilateral symmetry with examples.</p>	30 periods

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II Cell Biology

STANDARD XI

Expected Specific Outcomes of Learning	Content in terms of Concepts	Curriculum Transactional Strategies	Illustrations	Evaluation	Suggested No. of Periods
1	2	3	4	5	6
1. Recalls the units of measurements 2. Knows the principles of Electron Microscopy. 3. Realises the need for staining in Microscopy. 4. Knows the methods of preparation of temporary mounts.	2.1. Introduction - Microscopy and cytological techniques	1. Observing the parts of a compound Microscope. 2. Preparing temporary mounts. 3. Making observations under a microscope.	1. Photograph of an Electron Microscope 2. Diagramatic sketch showing path of electrons in an Electron microscope	1. What is the advantage of using Electron Microscope.	3 periods

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1	2	3	4	5	6
1. Recalls the various cell organelles and their functions	2.2. Animal cell - Ultra structure 2.2.1. Plasma Membrane 2.2.2. Nucleus and Nuclear content. 2.2.3. Mitochondria 2.2.4. Ribosomes 2.2.5. Endoplasmic Reticulum 2.2.6. Lysosomes 2.2.7. Golgibodies 2.2.8. Centrosomes 2.2.9. Chromosomes 2.2.10. Cytological techniques - Micro techniques, staining techniques, temporary and permanent mounts, Electron microscopic studies	1. Observing Charts. 2. Preparing models and cutouts	1. Ultra structure of a cell 2. Diagrams of organelles	1. Write short notes on any cell organelles.	8 periods

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Expected Specific Outcomes of Learning	Content in terms of Concepts	Curriculum Transactional Strategies	Illustrations	Evaluation	Suggested No. of Periods
1	2	3	4	5	6
<p>1. Realises that cancer is due to abnormal cell divisions</p> <p>2. Knows the names of various forms of cancers.</p> <p>3. Knows that cancer is pathological</p> <p>4. Familiarises with various treatment procedures.</p>	<p>2.4. Cancer Biology</p> <p>2.4.1. Cancer - Definition</p> <p>2.4.2. Types of Cancer</p> <p>2.4.3. Chemotherapy</p> <p>2.4.4. Radio therapy</p>	<p>1. Pictures showing various types of cancer.</p>	<p>1. Suitable diagram showing Radio therapy</p>	<p>1. Why is cancer caused?</p> <p>2. What are carcinogenic agents?</p> <p>3. What is Chemotherapy?</p>	<p>9 periods</p>

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III Human Anatomy

STANDARD XI

Expected Specific Outcomes of Learning	Content in terms of Concepts	Curriculum Transactional Strategies	Illustrations	Evaluation	Suggested No. of Periods
1	2	3	4	5	6
<p>1. Becomes familiar with history of anatomy</p> <p>2. Knows the structural components of all systems.</p> <p>3. Able to Draw sketches.</p>	<p>3.1. Human Systems</p> <p>3.1.1. Historical Account</p> <p>3.1.2. Skin and its derivatives</p> <p>3.1.3. Skin and its derivatives</p> <p>3.1.4. Skeletal system</p> <p>3.1.5. Muscular system</p> <p>3.1.6. Digestive system</p> <p>3.1.7. Respiratory system</p> <p>3.1.8. Circulatory system</p> <p>3.1.9. Lymphatic system</p> <p>3.1.10. Nervous system</p> <p>3.1.11. Sense organs</p> <p>3.1.12. Endocrine system</p> <p>3.1.13. Excretory system</p> <p>3.1.14. Reproductive system</p>	<p>1. Charts</p> <p>2. Preserved organs</p> <p>3. Skeleton - Real / Model</p> <p>4. CD</p> <p>5. Dissecting a mammal</p>	<p>1. Relevant Diagrams</p>	<p>1. Describes the anatomy of any organ system.</p>	<p>40 periods</p>

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IV Principles of Genetics

STANDARD XI

Expected Specific Outcomes of Learning	Content in terms of Concepts	Curriculum Transactional Strategies	Illustrations	Evaluation	Suggested No. of Periods
1	2	3	4	5	6
1. Understands incomplete dominance 2. Knows multiple factors	<u>4.1. Quantitative Inheritance</u>	1. Charts	1. Photographs of whites, negroes and negro - Whites	1. What are multiple factors? 2. Related problems.	3 periods

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Expected Specific Outcomes of Learning	Content in terms of Concepts	Curriculum Transactional Strategies	Illustrations	Evaluation	Suggested No. of Periods
1	2	3	4	5	6
1. Recalls Chromosome theory of Sex determination 2. Understands Genic balance theory of sex determination 3. Realises the role of sex determination.	4.2. Sex determination	1. Charts	1. Relevant sketches	1. What is a gynandro - morph. 2. What is sex reversal.	3 periods

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Expected Specific Outcomes of Learning	Content in terms of Concepts	Curriculum Transactional Strategies	Illustrations	Evaluation	Suggested No. of Periods
1	2	3	4	5	6
1. Recalls the role of genes in bringing out phenotypic characters. 2. Understands the functioning of modifiers and suppressors 3. Knows the role of pleiotropic genes.	<u>4.3. Pleiotropy</u>	1. Charts	1. Suitable diagrams	1. Provide an example for pleiotropic genes	3 periods

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1	2	3	4	5	6
1. Knows sex linked traits 2. Understands sex linkage in Drosophila 3. Knows sex linked characters in man	<u>4.4. Sex linked inheritance</u>	1. Charts	1. Suitable diagrams	1. Make a list of sex linked characters in man. 2. Related problems 3. What is criss-cross inheritance	3 periods

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Expected Specific Outcomes of Learning	Content in terms of Concepts	Curriculum Transactional Strategies	Illustrations	Evaluation	Suggested No. of Periods
1	2	3	4	5	6
1. Recalls various types of blood grouping 2. Understands the concept of agglutinin and agglutininogen in blood grouping 3. Knows Rhesus factor	4.5. Multiple alleles 4.5.1. Blood groups	1. Charts	1. Picture showing antiserum effects	1. Problems related to blood group 2. What is erythroblastosis - foetalis?	3 periods

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IV Principles of Genetics

STANDARD XI

4.7. Hardy - Weinberg law - Population Genetics

Expected Specific Outcomes of Learning	Content in terms of Concepts	Curriculum Transactional Strategies	Illustrations	Evaluation	Suggested No. of Periods
1	2	3	4	5	6
<p>1. Realises the role of genes at a population level.</p> <p>2. Familiarises himself with the Hardy weinberg law.</p>	<p><u>4.7. Hardy - Weinberg Law - Population Genetics.</u></p>		<p>1. Relevant diagrams</p>	<p>1. What are the conditions for the operation of Hardy-Weinberg Law?</p> <p>2. What is the importance of Population Genetics?</p>	<p>4 periods</p>

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V Developmental Biology

STANDARD XI

Expected Specific Outcomes of Learning	Content in terms of Concepts	Curriculum Transactional Strategies	Illustrations	Evaluation	Suggested No. of Periods
1	2	3	4	5	6
<p>1. Recalls types of eggs based on yolk content</p>	<p>5.1. <u>Egg types - outline idea</u></p>	<p>1. Charts and slides</p>	<p>1. Diagrams showing types of eggs.</p>	<p>1. Differentiate micro and macrolecithal eggs.</p> <p>2. What are telolecithal egg?</p> <p>3. What is cleidoic egg?</p> <p>4. Name the organism producing alecithal egg.</p>	<p>3 periods</p>

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V Developmental Biology

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Expected Specific Outcomes of Learning	Content in terms of Concepts	Curriculum Transactional Strategies	Illustrations	Evaluation	Suggested No. of Periods
1	2	3	4	5	6
<p>1. Recalls planes of Cleavage</p> <p>2. Understands that cleavage is related to amount of yolk.</p>	<p><u>5.2. Cleavage and types - Frog's egg</u></p>	<p>1. Charts, slides and models</p>	<p>1. Appropriate diagrams</p>	<p>1. What is a discoidal egg.</p> <p>2. Trace the planes of Cleavage in Frog's egg.</p>	<p>3 periods</p>

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Expected Specific Outcomes of Learning	Content in terms of Concepts	Curriculum Transactional Strategies	Illustrations	Evaluation	Suggested No. of Periods
1	2	3	4	5	6
1. Recalls the process of gastrulation 2. Differentiates a blastula from a gastrula	5.3. <u>Gastrulation - Frog's egg</u>	1. Charts and Slides	1. Stages in gastrulation	1. What is epiboly and emboly? 2. What is the role of dorsal lip of the blastopore? 3. What is an organiser?	3 periods

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Expected Specific Outcomes of Learning	Content in terms of Concepts	Curriculum Transactional Strategies	Illustrations	Evaluation	Suggested No. of Periods
1	2	3	4	5	6
1. Understands the process of Neurulation 2. Knows the process of formation of organs like Eye, Brain & Heart.	5.4. Organogenesis 5.4.1. Neurulation 5.4.2. Ectodermal derivatives 5.4.3. Mesodermal derivatives 5.4.4. Endodermal derivatives	1. Charts, Models	1. Appropriate diagrams	1. How is the coelom formed? 2. Mention the formation of alimentary canal 3. What is pro-meso and meta-aephros?	10 periods

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VI Economic Zoology

STANDARD XI

Expected Specific Outcomes of Learning	Content in terms of Concepts	Curriculum Transactional Strategies	Illustrations	Evaluation	Suggested No. of Periods
1	2	3	4	5	6
<p>1. Realises that there are economically beneficial animals.</p> <p>2. Recalls the importance of vermi culture</p> <p>3. Knows the value of fishes</p>	<p>6.1. Beneficial animals</p> <p>6.1.1. Corals - reef building - Ornamental</p> <p>6.1.2. Planaria - Regeneration studies</p> <p>6.1.3. Earthworm - Vermiculture</p> <p>6.1.4. Beneficial insects</p> <p>6.1.5. Prawns, Crabs, Lobsters</p> <p>6.1.6. Pearl oysters</p> <p>6.1.7. Fishes - Nutritive value & Omega Fatty acid - Medical & Economical importance</p> <p>6.1.8. Guano (Bird Excreta)</p> <p>6.1.9. Ornamental, Aesthetic values - Aquarium, Terrarium - Vivarium (Zoo)</p>	<p>1. Charts specimens photographs videos</p>	<p>1. Appropriate diagrams and photographs</p>	<p>1. What is regeneration?</p> <p>2. What are coral reefs?</p> <p>3. Name the beneficial insects</p> <p>4. What is the importance of omega fatty acids in nutrition?</p> <p>5. How will you establish an aquarium?</p>	<p>8 periods</p>

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VI Economical Zoology

STANDARD XI

Expected Specific Outcomes of Learning	Content in terms of Concepts	Curriculum Transactional Strategies	Illustrations	Evaluation	Suggested No. of Periods
1	2	3	4	5	6
1. Recalls the benefits derived from insects. 2. Knows methods of sericulture and Apiculture. 3. Understands the role of insect in spreading diseases 4. Knows agricultural pests	6.2. Economic Entomology 6.2.1. Beneficial Insects 6.2.2. Harmful Insects	1. Charts, museum specimens	1. Relevant pictures	1. What is Entomophily? 2. What are the insects that affect the stored food products? 3. Where is vector control Research Centre located?	6 periods

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VI Economical Zoology

STANDARD XI

Expected Specific Outcomes of Learning	Content in terms of Concepts	Curriculum Transactional Strategies	Illustrations	Evaluation	Suggested No. of Periods
1	2	3	4	5	6
<p>1. Recalls the diseases caused by animals</p> <p>2. Recollects insects as carriers of diseases</p> <p>3. Knows the poison apparatus of a snake</p>	<p>6.3. Harmful Animals</p> <p>6.3.1. Disease causing organisms - vectors</p> <p>6.3.2. Poisonous organisms</p> <p>6.3.3. Fowling organisms</p> <p>6.3.4. Pests</p> <p>6.3.5. Vectors</p>	<p>1. Charts, pictures</p>	<p>1. Diagrams of disease causing organism</p> <p>2. Poison apparatus of Cobra</p>	<p>1. What are vector borne diseases?</p> <p>2. What is a neurotoxic poison?</p> <p>3. How does a honey bee sting?</p> <p>4. What are fowling organisms?</p> <p>5. Differentiate pests and vectors</p>	<p>6 periods</p>

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VII Origin of life

STANDARD XI

Expected Specific Outcomes of Learning	Content in terms of Concepts	Curriculum Transactional Strategies	Illustrations	Evaluation	Suggested No. of Periods
1	2	3	4	5	6
<p>1. Thinks about origin of all forms of life.</p> <p>2. Becomes familiar with all theories</p>	<p>7.1. Theories</p> <p>7.1.1. Theory of Special creation</p> <p>7.1.2. Cosmozoic Theory</p> <p>7.1.3. Theory of <u>spontaneous generation</u></p> <p>Big Bang theory</p> <p>A.I. Oparin's theory</p> <p>J.B.S. Haldane's hypothesis</p> <p>Urey - Miller Hypothesis and Experiment</p> <p>Coacervation Theory</p>	<p>1. Charts Pictures</p>	<p>1. Diagram showing Urey-Miller experiment</p> <p>2. Appropriate Pictures</p>	<p>1. What is the opinion of Oparin regarding origin of life?</p> <p>2. How did oxygen come into our environment?</p>	<p>2 periods</p>

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VII Origin of life

STANDARD XI

Expected Specific Outcomes of Learning	Content in terms of Concepts	Curriculum Transactional Strategies	Illustrations	Evaluation	Suggested No. of Periods
1	2	3	4	5	6
<p>1. Familiarises with all eras and periods</p> <p>2. Knows the importance of studying geological time scale.</p> <p>3. Understands major events in each period.</p>	<p>7.2. Geological time scale</p> <p>7.2.1. Eras</p> <p>7.2.2. Periods</p> <p>7.2.3. Epochs</p> <p>7.2.4. Major events in each period</p>	<p>1. Charts</p>	<p>1. Table showing eras, periods and their durations.</p>	<p>1. What was pre - cambrian period?</p> <p>2. Why do you call palaeo - zoic era as the “cradle of ancient life?”</p> <p>3. Which was the age of fishes?</p> <p>4. Which was the golden age of reptiles?</p>	<p>2 periods</p>

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VII Origin of life

STANDARD XI

Expected Specific Outcomes of Learning	Content in terms of Concepts	Curriculum Transactional Strategies	Illustrations	Evaluation	Suggested No. of Periods
1	2	3	4	5	6
1. Recalls extinction of animals 2. Understands methods of fossilisation 3. Knows the importance of dating of fossils	7.3. Palaeontology 7.3.1. Extinct animals - Mass extinctions 7.3.2. Fossils 7.3.3. Fossilization 7.3.4. Dating of Fossils 7.3.5. Fossils and Evolutionary significance	1. Charts	1. Diagrams of fossils	1. Why did Dinosaurs become extinct by the end of Mesozoic era? 2. What is petrification? 3. What is carbon dating?	2 periods

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VII Origin of life

7.4. Evidences for evolution

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1	2	3	4	5	6
<p>1. Knows that Biology provides various evidences in support of evolution</p> <p>2. Understands Bio-Genetic Law and its importance</p>	<p><u>7.4. Evidences for evolution</u></p> <p>7.4.1. Comparative anatomy</p> <p>7.4.2. Embryology</p> <p>7.4.3. Physiology</p> <p>7.4.4. Vestigeal organs</p> <p>7.4.5. Geographical distribution</p>	<p>1. Charts</p>	<p>1. Relevant diagrams</p>	<p>1. What are vestigeal organs?</p> <p>2. What is the significance of the island fauna?</p> <p>3. Compare the hearts in vertebrates</p>	<p>4 periods</p>

SYLLABUS FOR PRACTICAL

ZOOLOGY - (Long Version)

STANDARD - XI

I Earthworm - Mounting of Body setae - minimum 3 setae

II Shark - Mounting of Placoid scales

III Study of parts of a compound microscope and dissection microscope. Demonstration - Circulation of Blood in the wing of a live cockroach.

IV Prepared slides - observation - drawing and writing notes on

1. Plasmodium - any 2 stages
2. Paramoecium - entire, Paramoecium - conjugation
3. Hydra - entire
4. Tapeworm - Scolex
5. Earthworm - Body setae and Peneal setae - Cross section of body
6. Amphioxus - entire
7. Amphioxus - Cross section through different regions
8. Shark - Placoid scales

V Museum specimens

1. Simple sponge
2. Corals
3. Tapeworm - entire

4. Ascaris entire (male and female)

5. Earthworm entire

6. Prawn entire

7. Cockroach - Dorsal and ventral view

8. Apple snail

9. Sepia

10. Star fish

11. Sea urchin

12. Amphioxus

13. Shark

14. A Teleost fish

15. Frog

16. Calotes

17. A snake

18. Pigeon

19. Quill feather

20. Rat

VI Demonstration only

1. Earthworm - Viscera and Nervous system
2. Frog - Buccal cavity, viscera and Digestive system.

VII Human anatomy

1. Upper and lower jaw with dentition
2. Models / actual bones - humerus, radius ulna, femur, tibia, fibula, vertebrae, pelvic girdle