

**SENSE ORGANS**  
**High School Biology**

Duration: 2 days (50 minute periods)

**Objectives:**

Students will:

- Identify the structures of major sense organs: the eye, ear, nose and skin.
- Describe the function of these organs.
- Relate and describe disorders associated with these organs.

**TEKS Covered:**

2E-G; 10A

**Materials:**

- PIBLS General Biology Lab 9; <http://pibls.sjcd.edu>
- presentation materials for students (posterboards, powerpoint, etc.)
- Resource materials for researching body system disorders and organ functions
- "Sense Organs Project" worksheet for each student
- "Sense Organs Project Grading Rubric" for each class

**Vocabulary:**

homeostasis	organ	rods	cones	pupil	retina
auditory	sound waves	sensory	nerves	olfactory	

**DAY 1**

**Engage:**

Have students partner up and look at each other eyes. Ask them to observe each others pupil size. Turn the lights off for approximately 30 seconds, then cut them back on. With their partner, students discuss the effects of the light changing on their eyes and form a hypothesis describing why this happens. Ask for volunteers to share their ideas.

Lead into the powerpoint presentation of PIBLS lab 9, explaining that our body has special systems to help maintain homeostasis. If students do not have a background on homeostasis, elaborate at this time. Pupils dilating and constricting are just one of hundreds of mechanisms our body uses to respond to the internal and external environment.

**Explain:**

Guide students through PIBLS Lab 9: The Senses. Have students take notes where needed.

**Explore/Elaborate:**

With a partner, students will pick one of the sense organs discussed during lecture:

- The Eye
- The Ear
- The Skin
- The Nose