



# 2024-2025 Weekly Lesson Planning Document

*Week of Monday, \_\_\_\_\_01/13\_\_\_\_\_through Friday, \_\_01/17/2025*

**EDUCATOR'S NAME:** Dr. Amar K. Pani **SUBJECT:** Human Anatomy & Physiology (Honors)  
Honors

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<b>Chapter-5: Skeletal System</b> <b>Page Number(s): 127-159</b> It's suggested to use your curriculum map.	<b>Case Study Investigation (CSI).</b>	<b>Blood: RED</b>	<b>Blood: WHITE</b>	<b>blood-formation, blood-fusion and blood-diseases.</b>	<b>Change in lifespan, and clinical applications</b>
<b>TN Standard(s):</b> Grade level standard (include standard notation and language). Which State Standard is your lesson addressing? This should also be on your Whiteboard Protocol.	Standard(s) HAP.LS1.17 Examine the structure (molecular and cellular) of blood constituents and describe their function. HAP.LS1. 22 Analyze ABO and Rh Blood groups as a basis for blood transfusion and infant incompatibility reactions.				
<b>Objective (s):</b> What specifically should students be able to do at the end of the lesson? The objective is standards-based.  Write the objective in student friendly terms. For example, I can multiply binomials.  This is should also be on your Whiteboard Protocol.  What do you want students to know, understand and be able to do as a result of this lesson? The objective should be written using the stem... <b>I CAN....</b>	<b>I CAN analyze the chemical composition of the human blood IOT explain the blood-formation, blood-fusion and blood-diseases.</b>  <b>centrifuge, hematocrit, packed cell volume, plasma, ABO blood group system, blood type, complete blood count (CBC), erythroblast,</b>	<b>I CAN analyze the chemical composition of the human blood IOT explain the blood-formation, blood-fusion and blood-diseases.</b>	<b>I CAN analyze the chemical composition of the human blood IOT explain the blood-formation, blood-fusion and blood-diseases</b>	<b>I CAN analyze the chemical composition of the human blood IOT explain the blood-formation, blood-fusion and blood-diseases</b>	<b>I CAN analyze the chemical composition of the human blood IOT explain the blood-formation, blood-fusion and blood-diseases</b>

	<p>erythrocytes, hemoglobin, red blood cells (RBCs), reticulocyte, Rh factor, transfusion, B lymphocyte, basophil, eosinophil, leukocytes, lymphocyte, monocyte, mononuclear white blood cell, neutrophil, T lymphocyte, white blood cell (WBC), platelet, thrombocyte, acute, antibiotic, Kupffer cell, macrophage, mast cell, phagocytosis, clotting factors, thrombin, bilirubin</p>				
--	---	--	--	--	--

<p><b>Possible Misconception (s):</b> What misconception(s) are you anticipating during this lesson?</p>	<p>Body piercings and tattoos are completely safe. Body modifications involve breaking the skin, and consequently, carry a risk of infection. People with tattoos are nine times more likely to be infected with the hepatitis C virus than people without tattoos. The American Red Cross prevents people from donating blood for one year after they get a tattoo, body piercing, or acupuncture treatments. • Tattoos and body piercings involve breaking the skin and therefore carry a risk of infection. • There are health risks associated with body piercings and tattoos. Anyone considering undergoing these procedures should first research them, be aware of the health risks, find a provider who performs the procedure correctly, and use proper follow-up</p>	<p>Body piercings and tattoos are completely safe. Body modifications involve breaking the skin, and consequently, carry a risk of infection. People with tattoos are nine times more likely to be infected with the hepatitis C virus than people without tattoos. The American Red Cross prevents people from donating blood for one year after they get a tattoo, body piercing, or acupuncture treatments. • Tattoos and body piercings involve breaking the skin and therefore carry a risk of infection. • There are health risks associated with body piercings and tattoos. Anyone considering undergoing these procedures should first research them, be aware of the health risks, find a provider who performs the procedure correctly, and use proper follow-up care.cartilage. • Explain why the skeletal systems is and organ systemone year after they get a tattoo, body piercing, or acupuncture</p>	<p>Body piercings and tattoos are completely safe. Body modifications involve breaking the skin, and consequently, carry a risk of infection. People with tattoos are nine times more likely to be infected with the hepatitis C virus than people without tattoos. The American Red Cross prevents people from donating blood for one year after they get a tattoo, body piercing, or acupuncture treatments. • Tattoos and body piercings involve breaking the skin and therefore carry a risk of infection. • There are health risks associated with body piercings and tattoos. Anyone considering undergoing these procedures should first research them, be aware of the health risks, find a provider who performs the procedure correctly, and use proper follow-up care.cartilage. • Explain why the skeletal systems is and organ systemone year after they get a tattoo, body piercing,</p>	<p>Body piercings and tattoos are completely safe. Body modifications involve breaking the skin, and consequently, carry a risk of infection. People with tattoos are nine times more likely to be infected with the hepatitis C virus than people without tattoos. The American Red Cross prevents people from donating blood for one year after they get a tattoo, body piercing, or acupuncture treatments. • Tattoos and body piercings involve breaking the skin and therefore carry a risk of infection. • There are health risks associated with body piercings and tattoos. Anyone considering undergoing these procedures should first research them, be aware of the health risks, find a provider who performs the procedure correctly, and use proper follow-up care.cartilage. • Explain why the skeletal systems is and organ systemone year after they get a tattoo, body piercing, or acupuncture treatments. • Tattoos and body piercings involve breaking the skin and therefore carry a risk of infection. • There are</p>	<p>Body piercings and tattoos are completely safe. Body modifications involve breaking the skin, and consequently, carry a risk of infection. People with tattoos are nine times more likely to be infected with the hepatitis C virus than people without tattoos. The American Red Cross prevents people from donating blood for one year after they get a tattoo, body piercing, or acupuncture treatments. • Tattoos and body piercings involve breaking the skin and therefore carry a risk of infection. • There are health risks associated with body piercings and tattoos. Anyone considering undergoing these procedures should first research them, be aware of the health risks, find a provider who performs the procedure correctly, and use proper follow-up care.cartilage. • Explain why the skeletal systems is and organ systemone year after they get a tattoo, body piercing, or acupuncture treatments. • Tattoos and body piercings</p>
--	---	---	--	---	--

	<p>care.cartilage. • Explain why the skeletal systems is and organ systemone year after they get a tattoo, body piercing, or acupuncture treatments. • Tattoos and body piercings involve breaking the skin and therefore carry a risk of infection. • There are health risks associated with body piercings and tattoos. Anyone considering undergoing these procedures should first research them, be aware of the health risks, find a provider who performs the procedure</p>	<p>treatments. • Tattoos and body piercings involve breaking the skin and therefore carry a risk of infection. • There are health risks associated with body piercings and tattoos. Anyone considering undergoing these procedures should first research them, be aware of the health risks, find a provider who performs the procedure</p>	<p>or acupuncture treatments. • Tattoos and body piercings involve breaking the skin and therefore carry a risk of infection. • There are health risks associated with body piercings and tattoos. Anyone considering undergoing these procedures should first research them, be aware of the health risks, find a provider who performs the procedure</p>	<p>health risks associated with body piercings and tattoos. Anyone considering undergoing these procedures should first research them, be aware of the health risks, find a provider who performs the procedure</p>	<p>involve breaking the skin and therefore carry a risk of infection. • There are health risks associated with body piercings and tattoos. Anyone considering undergoing these procedures should first research them, be aware of the health risks, find a provider who performs the procedure</p>
<p><b>Literacy-Based DO NOW:</b> This literacy-based activity should be ready for students to begin working on upon entering class. Students should have an opportunity to read, write, and/or speak.</p>	<p><b>Describe the composition and volume of whole blood.</b></p> <ul style="list-style-type: none"> <li>• Describe the composition of plasma and discuss its importance in the body.</li> <li>• Describe the function and physiology of red and white blood cells.</li> <li>• Explain how blood cells form.</li> </ul>	<p>Draw, color, label, Define and describe the INTEGUMENTARY system.</p>	<p>Draw, color, label, Define and describe the INTEGUMENTARY system</p>	<p>Draw, color, label, Define and describe the INTEGUMENTARY system</p>	<p>Draw, color, label, Define and describe the INTEGUMENTARY system</p>

	<ul style="list-style-type: none"> <li>• Understand ABO and Rh blood grouping. Suggested Phenomenon Blood Donation Describe the INTEGUMENTARY system in your own words.</li> </ul>				
<b>Agenda for the Day</b> Simple outline of lesson segments or activities that is time stamped.  Teacher/class should take 2 minutes or less to review.	<ul style="list-style-type: none"> <li>▪ Do Now (8 minutes)</li> <li>▪ Review Learning Objective ( minutes)</li> <li>▪ Item 3 ( minutes)</li> <li>▪ Item 4 ( minutes)</li> <li>▪ Item 5 ( minutes)</li> <li>Item 6 ( minutes)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Do Now (8 minutes)</li> <li>▪ Review Learning Objective ( minutes)</li> <li>▪ Item 3 ( minutes)</li> <li>▪ Item 4 ( minutes)</li> <li>▪ Item 5 ( minutes)</li> <li>Item 6 ( minutes)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Do Now (8 minutes)</li> <li>▪ Review Learning Objective ( minutes)</li> <li>▪ Item 3 ( minutes)</li> <li>▪ Item 4 ( minutes)</li> <li>▪ Item 5 ( minutes)</li> <li>Item 6 ( minutes)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Do Now (8 minutes)</li> <li>▪ Review Learning Objective ( minutes)</li> <li>▪ Item 3 ( minutes)</li> <li>▪ Item 4 ( minutes)</li> <li>▪ Item 5 ( minutes)</li> <li>Item 6 ( minutes)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Do Now (8 minutes)</li> <li>▪ Review Learning Objective ( minutes)</li> <li>▪ Item 3 ( minutes)</li> <li>▪ Item 4 ( minutes)</li> <li>▪ Item 5 ( minutes)</li> <li>Item 6 ( minutes)</li> </ul>
<b>Beginning of Lesson I Do</b>  <b>Science:</b> Engage & Explore	<p><b>Engage:</b> System Video • Crash Course Video: The Integumentary System Part I, Skin Deep • Crash Course Video: The Integumentary System Part II, Skin Deeper • The Biology of Skin Color.</p> <p><b>Explore:</b> EMC AA&amp;P Workbook &amp; Laboratory Manual: • Chapter 4, pp. 44-50 • Laboratory Activity 1: Histology of the Integumentary</p>	<p><b>Explore:</b> Getting Comfortable Activity Students will investigate the integumentary system as well as discuss the art of tattoos and which layer of skin is inked when going under the needle. • The Biology of Skin Color Activity</p> <p><b>Explain:</b> Homeostatic Skin Imbalance Writing Assignment Students will describe four homeostatic imbalances that can occur in relation to the skills.</p>	<p><b>Explain:</b> Students will use evidence to describe in detail each problem along with the underlying cause of each imbalance.</p> <p><b>Engage</b> • System Video • Crash Course Video: The Integumentary System Part I, Skin Deep</p>	<p><b>Elaborate</b> • Chapter 12: Related Research, p. 147 • Chapter 4: Science and Social Ethics, p. 136</p> <p><b>Evaluate</b> • Chapter 4 Concept Check, pp.128, 130, 133, 140, 144, 148, 151 • Chapter 4 Study Guide, pp. 152-159</p>	<p><b>Engage</b> • System Video •.</p> <p><b>Explore</b> Laboratory Activity 2: Effectiveness of Sunscreen at Blocking Ultraviolet Light, pp. •</p> <p>The Biology of Skin Color Activity</p> <p><b>Explain</b> • Homeostatic Skin Imbalance Writing</p> <p><b>Elaborate</b> • Chapter 4: Related Research, p. 147 • Chapter 4: Science and Social Ethics, p. 136</p> <p><b>Evaluate</b> • Chapter 4 Concept Check, pp.128, 130, 133, 140, 144, 148, 151 • Chapter 4 Study Guide, pp. 152-</p>

System, pp. 51-52

- Laboratory Activity 2: Effectiveness of Sunscreen at Blocking Ultraviolet Light.