A blue and grey logo with claws

Description automatically generated**2024-2025 Weekly Lesson Planning Document**

Template for the following:

Science, Social Studies, CTE, World Languages,

HPELW, Fine Arts, JROTC

Week of Monday, \_\_\_\_\_01/20\_\_\_\_through Friday, \_\_01/24/2025

**EDUCATOR’S NAME:** \_\_\_\_\_\_\_Dr. Amar K. Pani\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **SUBJECT:** \_\_\_\_\_\_\_\_\_\_Human Anatomy & Physiology (Honors) Honors\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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|  | **MONDAY** | **TUESDAY** | **WEDNESDAY** | **THURSDAY** | **FRIDAY** |
| **Chapter-5:**  Skeletal System  **Page Number(s): 127-159** It’s suggested to use your curriculum map. | **Case Study Investigation (CSI).** | **Blood: White Blood Cells** | **Mechanisms of Defence** | **blood-formation, blood-fusion and blood-diseases.** | **Change in lifespan, and clinical applications** |
| **TN Standard(s):**  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. | | | | |
| **Objective (s):**  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…  **I CAN….** | **I CAN analyze the chemical composition of the human blood IOT explain the blood-formation, blood-fusion and blood-diseases.**  **centrifuge, hematocrit, packed cell volume, plasma,**  **ABO blood group system, blood type, complete**  **blood count (CBC), erythroblast, 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** | **I CAN analyze the chemical composition of the human blood IOT explain the blood-formation, blood-fusion and blood-diseases.** | **I CAN analyze the chemical composition of the human blood IOT explain the blood-formation, blood-fusion and blood-diseases** | **I CAN analyze the chemical composition of the human blood IOT explain the blood-formation, blood-fusion and blood-diseases** | **I CAN analyze the chemical composition of the human blood IOT explain the blood-formation, blood-fusion and blood-diseases** |

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| **Possible Misconception (s):**  What misconception(s) are you anticipating during this lesson? | 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 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 | Body piercings and tattoos are completely safe. Body modifications involve breaking the skin, and consequently, carry a risk of infection. 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| **Literacy-Based DO NOW:**  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. | Describe the composition and volume of whole  blood.  • Describe the composition of plasma and discuss  its importance in the body.  • Describe the function and physiology of red and  white blood cells.  • Explain how blood cells form.  • Understand ABO and Rh blood grouping.  Suggested Phenomenon  Blood Donation Describe the INTEGUMENTARY system in your own words. | Draw, color, label, Define and describe the INTEGUMENTARY system. | Draw, color, label, Define and describe the INTEGUMENTARY system | Draw, color, label, Define and describe the INTEGUMENTARY system | Draw, color, label, Define and describe the INTEGUMENTARY system |
| **Agenda for the Day**  Simple outline of lesson segments or activities that is time stamped.  Teacher/class should take 2 minutes or less to review. | * Do Now *(8 minutes)* * Review Learning Objective *( minutes)* * Item 3 *( minutes)* * Item 4 *( minutes)* * Item 5 *( minutes)*   Item 6 *( minutes)* | * Do Now *(8 minutes)* * Review Learning Objective *( minutes)* * Item 3 *( minutes)* * Item 4 *( minutes)* * Item 5 *( minutes)*   Item 6 *( minutes)* | * Do Now *(8 minutes)* * Review Learning Objective *( minutes)* * Item 3 *( minutes)* * Item 4 *( minutes)* * Item 5 *( minutes)*   Item 6 *( minutes)* | * Do Now *(8 minutes)* * Review Learning Objective *( minutes)* * Item 3 *( minutes)* * Item 4 *( minutes)* * Item 5 *( minutes)*   Item 6 *( minutes)* | * Do Now *(8 minutes)* * Review Learning Objective *( minutes)* * Item 3 *( minutes)* * Item 4 *( minutes)* * Item 5 *( minutes)*   Item 6 *( minutes)* |
| **Beginning of Lesson**  **I Do**  **Science:** Engage & Explore | **Engage**: 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.  **Explore**: EMC AA&P Workbook & Laboratory Manual: • Chapter 4, pp. 44-50 • Laboratory Activity 1: Histology of the Integumentary System, pp. 51-52 • Laboratory Activity 2: Effectiveness of Sunscreen at Blocking Ultraviolet Light. | **Explore**: 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  **Explain**: Homeostatic Skin Imbalance Writing Assignment Students will describe four homeostatic imbalances that can occur in relation to the skills. | **Explain**: Students will use evidence to describe in detail each problem along with the underlying cause of each imbalance.  **Engage** • System Video • Crash Course Video: The Integumentary System Part I, Skin Deep | **Elaborate** • Chapter 12: Related Research, p. 147 • Chapter 4: Science and Social Ethics, p. 136  **Evaluate** • Chapter 4 Concept Check, pp.128, 130, 133, 140, 144, 148, 151 • Chapter 4 Study Guide, pp. 152-159 | **Engage** • System Video •.  **Explore** Laboratory Activity 2: Effectiveness of Sunscreen at Blocking Ultraviolet Light, pp. • The Biology of Skin Color Activity  **Explain** • Homeostatic Skin Imbalance Writing  **Elaborate** • Chapter 4: Related Research, p. 147 • Chapter 4: Science and Social Ethics, p. 136  **Evaluate** • Chapter 4 Concept Check, pp.128, 130, 133, 140, 144, 148, 151 • Chapter 4 Study Guide, pp. 152-159 |