

CCPS Science Unit Plan

Grade	10-12	Subject: Human Anatomy & Physiology	Science	Unit #	1																
Unit Name	Levels of Organization, Cells, & Tissues: Structure & Function of the Human Body		Timeline	3 Weeks																	
How to use the Framework	<p style="color: red;">This Framework should be used to implement daily science instruction. The resources and instructional strategies reflected in the Framework will provide a foundation for effective implementation and student mastery of standards.</p> <p style="color: red;">Please see the hyperlinked abbreviation document to ensure understanding all abbreviations used with this framework.</p>																				
Unit Overview	<p>This unit introduces students to the general basis for learning about human anatomy and physiology. It includes topics such as</p> <ul style="list-style-type: none"> - Anatomy and Physiology Introduction - Levels of Organization <ul style="list-style-type: none"> - The cellular composition of the body - The 4 human tissue types - The relationship between structure and function within the body - Anatomical direction, movement, and body region terms <p style="background-color: yellow;">Prior to beginning this unit, check for the following equipment/supplies. Communicate with your department chair if you are unable to locate any necessary materials.</p> <table style="width: 100%; border: none;"> <tr> <td style="padding: 5px;">10 Microscopes</td> <td style="padding: 5px;">dissecting pins</td> <td style="padding: 5px;">(blunt) probe</td> <td style="padding: 5px;">apron</td> </tr> <tr> <td style="padding: 5px;">Histology slides</td> <td style="padding: 5px;">scalpel</td> <td style="padding: 5px;">sharpies</td> <td style="padding: 5px;">goggles</td> </tr> <tr> <td style="padding: 5px;">Dissection Tray</td> <td style="padding: 5px;">paper towel</td> <td style="padding: 5px;">butch paper</td> <td></td> </tr> <tr> <td style="padding: 5px;">Forceps</td> <td style="padding: 5px;">scissors</td> <td style="padding: 5px;">nitrile gloves</td> <td></td> </tr> </table> <p style="background-color: yellow;">*Students and their parents must review, sign, and submit the following safety acknowledge form prior to the first lab.</p> <ul style="list-style-type: none"> • CCPS Dissection Lab Form 					10 Microscopes	dissecting pins	(blunt) probe	apron	Histology slides	scalpel	sharpies	goggles	Dissection Tray	paper towel	butch paper		Forceps	scissors	nitrile gloves	
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Lesson Plan guidance document and template	<p>Department of Science Guidance Document</p> <p>Lesson Plan Template Week View</p> <p>GADOE Science Updates</p>																				
3Dimensional Instruction	<u>GSE</u>	<u>Science and Engineering Practices</u>	<u>Crosscutting Concepts</u>																		
	<p>SAP1. Obtain, evaluate, and communicate information to analyze anatomical structures of the human body.</p> <p>a. Develop and use models to demonstrate the orientation of structures and regions of the human body.</p> <p>b. Construct an explanation about the relationship between a body structure (i.e.,</p>	<p>HS-LS1-2</p> <p>Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms.</p>	<p>Systems and System Models</p> <p>Models (e.g., physical, mathematical, computer models) can be used to simulate systems and interactions—including energy, matter, and information flows—within and between systems at different scales.</p> <p>(HS-LS1-2)</p> <p>Structure and Function</p>																		

	cells, tissues, organs, and organ systems) and its function within the human body.	HS-LS1-3: Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis.	Investigating or designing new systems or structures requires a detailed examination of the properties of different materials, the structures of different components, and connections of components to reveal its function and/or solve a problem. (HS-LS1-1) Stability and Change Feedback (negative or positive) can stabilize or destabilize a system. (HS-LS1-3)
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NGSS Alignment	NGSS Alignment to Disciplinary Core Ideas
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Weekly Lesson Tasks

Week 1					
GSE: SAP 1b.	Focused Concept: Cells and Cells Functions				
Phenomenon: How do body parts at different levels of organization vary in complexity?			DQ: 1. Why is it difficult to separate the topics of anatomy and physiology? 2. How do levels of organization inform our understanding of the relationship between anatomy and physiology?		
SEP: HS-LS1-2 and HS-LS1-3			CCC: Systems and System Models, Structure and Function		
	Day 1	Day 2	Day 3	Day 4	Day 5
Learning Targets The students will be able to:	The students will exhibit prior knowledge to match human anatomy’s structures with their functions.	The student can identify the levels of organization.	The students can identify how small molecules and ions are carried across membranes.	The students can identify the process of cell duplication.	Students can demonstrate their knowledge of cell functions.
Opening (10-15 minutes) <i>TTW: “the teacher will”</i> <i>TSW: “the student will”</i>	<u>Intro to Anatomy and Physiology</u> <ul style="list-style-type: none"> Show students the phenomenon TTW Use the See-Think-Wonder protocol to guide student 	<u>Intro to Levels of Organization and cell organelles</u> <ul style="list-style-type: none"> Show students the phenomenon TTW Use the See-Think-Wonder 	<u>Molecular Transport</u> <ul style="list-style-type: none"> Show students the phenomenon TTW Use the See-Think-Wonder protocol to guide student thinking. 	<u>Mitosis</u> <ul style="list-style-type: none"> Show students the phenomenon TTW Use the See-Think-Wonder protocol to guide student thinking. 	TTW answer questions to prepare students for their formative assessment.

**Show students the
Phenomenon Unit 1 Ppt
Daily**

- thinking.
- TTW Ask students: What do you see? What do you think about what you are seeing? What does it make you wonder?
 - TTW provide students opportunities to share observations and develop questions.
 - TTW record students' questions to direct instruction.

Based on the guiding question, ask students to generate claims for the DQ:
Why is it difficult to separate the topics of anatomy and physiology?

Vocabulary: TSW add terms to the Digital KIM Chart

- Anatomy
- Physiology
- Pathology
- Organ systems

Hole's Essentials Reference Pages:

- Introduction 6-7
- Body Systems 19-22

Please Note before instruction: Prepare a printed copy for students to rotate around the classroom.

- protocol to guide student thinking.
- TTW Ask students: What do you see? What do you think about what you are seeing? What does it make you wonder?
 - TTW provide students opportunities to share observations and develop questions.
 - TTW record students' questions to direct instruction.
 - TTW ask questions to connect concepts from the previous day's instruction.

Based on the guiding question, ask students to generate claims for the DQ:
Why is it difficult to separate the topics of anatomy and physiology?

TTW provides direct instruction on the levels of organization, emphasizing how each level builds upon the levels beneath it. Teacher will then guide students through a discussion about basic eukaryotic cellular structure with emphasis on the following organelles and their roles in the cell: nucleus, nucleolus, mitochondria, cell membrane, cytoskeleton, endoplasmic reticulum

Vocabulary: TSW add terms to the Digital KIM Chart

- Cell
- Tissues
- Organs
- Organ System
- Organism

- TTW Ask students: What do you see? What do you think about what you are seeing? What does it make you wonder?
- TTW provide students opportunities to share observations and develop questions.
- TTW record students' questions to direct instruction.
- TTW ask questions to connect concepts from the previous day's instruction.

Based on the guiding question, ask students to generate claims for the DQ:
If you were stranded at sea for days, would you drink the ocean water?

TTW provide instruction over molecular transport, emphasizing:

- how the phospholipid bilayer structure of the cell membrane provides a boundary for the cell, but also allows for selective permeability
- the major differences between active and passive transport
- the roles of diffusion and osmosis in the body

Vocabulary: TSW add terms to the Digital KIM Chart

- Phospholipid bilayer
- Molecular transport
- Diffusion
- Osmosis

Hole's Essentials

- TTW Ask students: What do you see? What do you think about what you are seeing? What does it make you wonder?
- TTW provide students opportunities to share observations and develop questions.
- TTW record students' questions to direct instruction.
- TTW ask questions to connect concepts from the previous day's instruction.

Based on the guiding question, ask students to generate claims for the DQ:
When/why might cells need to divide?

TTW provides instruction on the phases of the cell cycle, emphasizing the 4 phases of mitosis.

Vocabulary: TSW add terms to the Digital KIM Chart

- DNA
- Mitosis
- Interphase
- Prophase
- Metaphase
- Anaphase
- Telophase
- Cytokinesis

Hole's Essentials Reference Pages:

- The Cell Cycle 95-100

		<p><u>Hole's Essentials Reference Pages:</u></p> <ul style="list-style-type: none"> Levels of Organization 8-9 Cells and organelles 72-86 <p>Please Note before instruction: Prepare a printed copy for students to rotate around the classroom.</p>	<p><u>Reference Pages:</u></p> <ul style="list-style-type: none"> Molecular Transport 87-94 <p>Please Note before instruction: Prepare a printed copy for students to rotate around the classroom.</p>		
<p>Guided Practice/ Transition (20 minutes)</p> <p>TTW ask clarifying questions to increase students' engagement and check for understanding throughout the lesson.</p> <p>Transition to Work Session</p>	<p><u>Opening Activity – Anatomy</u></p> <p>TTW divide students into groups of 3-4 and get a piece of butcher paper from the teacher. Students will complete the Human Anatomy Intro Activity.</p> <p>TTW will utilize the Overview of Anatomy ppts to provide direct instruction on anatomy structures and how they function.</p>	<p><u>Opening Activity Before Instruction:</u></p> <p>TSW create a KWL chart on white paper or on chart paper. First, they will brainstorm everything that they can remember from prior study about cells. They will then share their lists with their groups and come up with a list of things they still wonder about cells.</p>	<p><u>Vanilla Diffusion Demonstration</u></p> <p>TTW pass around a balloon containing a few drops of vanilla extract, prompting students to make observations and engage in academic discourse about the potential cause. TTW emphasize connections between student responses and pertinent vocabulary.</p>	<p><u>Gummy Worm Mitosis</u></p> <p>TTW instruct students on which phase of mitosis to demonstrate using the provided candy. TTW walk around the room and monitor student progress, providing feedback and assistance where necessary.</p> <p>TSW will complete the Gummy Worm Mitosis Activity,</p>	<p>After completing the assessment, TSW complete the Letter “E” Lab as an introduction to working with a compound light microscope.</p>
<p>Independent Practice (45-50 minutes)</p> <p>TTW circulate the room to monitor the students performance and clarify instruction as needed with daily independent practice.</p> <p>Refer to supplemental resources for additional assignments during idle time</p>	<p><u>Activity 1-15 minutes:</u> TSW will regroup and work together to match all organ systems with their function before the timer runs out. Physiology Domino</p> <p><u>Activity 2- 25 minutes:</u> Students will work independently to complete the following Overview of Anatomy worksheet to get an overview and practice the 11 organ systems, their organs, and functions.</p>	<p>TSW completes the last section of their KWL chart by filling in the new information they have learned about cells and organelles.</p>	<p><u>TSW complete the Osmosis Potato Lab report.</u></p> <p>TTW monitor student progress and provide feedback when necessary, emphasizing comprehension of the direction of molecular movement in hypertonic, hypotonic, and isotonic solutions.</p> <p>Please Note: You must prepare the solutions and potatoes the day before so.</p>	<p>TSW use the handout from the Gummy Worm Mitosis activity to create a study guide by:</p> <ul style="list-style-type: none"> drawing each stage of mitosis in the appropriate cell writing a brief description of each stage, highlighting the characteristics of the genetic material, spindle fibers, and cell membrane. 	<p><u>Intro to Microscopes: Letter “E” Lab</u></p> <p>Virtual Letter “E” Lab</p>
<p>Assessment Summary (5-10 minutes)</p>	<p>Show students Exit ticket Unit 1 ppt</p>	<p>Show students Exit ticket Unit 1 ppt</p>	<p>Show students Exit ticket Unit 1 ppt</p>	<p>Show students Exit ticket Unit 1 ppt</p>	<p><u>Formative Assessment Quiz 1: Levels of</u></p>

<p>Show students the <u>Exit ticket Unit 1 Ppt Daily</u></p> <p>TTW will provide an Exit ticket as a closing quick assessment to gauge students' learning for the day.</p> <p>Formative Assessment should have between 15 to 20 questions</p>				<p>Note</p> <ul style="list-style-type: none"> Prepare the last 15-20 minutes of class for the review game** Prepare to create a teacher account for quizizz acc and search for a mitosis quiz, if the provided hyperlink does not work. 	<p>organization (Google Form Assessment can be created using questions from Hole's Essentials of Human Anatomy & Physiology)</p>
<p>Small Group Tasks (TBA)</p>	<p>Students will be given accommodations based on IEP requirements.</p>	<p>Students will be given accommodations based on IEP requirements.</p>	<p>Students will be given accommodations based on IEP requirements.</p>	<p>Students will be given accommodations based on IEP requirements.</p>	<p>Questions may be modified for students in small groups and/or time in half should be provided to those students whose accommodations permits.</p>

Week 2

GSE: SAP 1b

Focused Concept: 4 Tissue Types of the Human Body

Phenomenon: Structure determines function. This means that the human body must be composed of combinations of different tissues in order for it to perform such a wide variety of functions at the same time!

DQ : How can our complex bodies be made up of only 4 different types of tissue?

SEP: HS-LS1-2 and HS-LS1-3

CCC: Systems and System Models, Structure and Function

	Day 6	Day 7	Day 8	Day 9	Day 10
<p>Learning Targets</p> <p>The students will be able to:</p>	<p>Students can identify epithelial tissue and its location.</p>	<p>Students can identify connective tissue and its location.</p>	<p>Students can identify muscle and nervous tissue and its location.</p>	<p>Students can investigate the types of tissues and their location.</p>	<p>Students can demonstrate their knowledge of tissue types and their functions.</p>
<p>Opening (10-15 minutes)</p> <p>TTW: "the teacher will"</p>	<p>Epithelial Tissue</p> <ul style="list-style-type: none"> Show students the phenomenon TTW Use the See-Think-Wonder 	<p>Connective Tissue</p> <ul style="list-style-type: none"> Show students the phenomenon TTW Use the See-Think-Wonder protocol 	<p>Muscle and Nervous Tissues</p> <ul style="list-style-type: none"> Show students the phenomenon TTW Use the 	<p>Tissue Identification</p> <ul style="list-style-type: none"> Show students the phenomenon TTW Use the See-Think-Wonder 	<p>TTW answer any student questions to prepare them for their formative assessment.</p>

<p>TSW: "the student will"</p>	<p>protocol to guide student thinking.</p> <ul style="list-style-type: none"> • TTW Ask students: What do you see? What do you think about what you are seeing? What does it make you wonder? • TTW provide students opportunities to share observations and develop questions. • TTW record students' questions to direct instruction. <p>Vocabulary: TSW add terms to the Digital KIM Chart</p> <ul style="list-style-type: none"> • Epithelial tissue • Stratified • Simple • Pseudostratified • Squamous • Cuboidal • Columnar <p>Hole's Essentials Reference Pages:</p> <ul style="list-style-type: none"> • 130-141 	<p>to guide student thinking.</p> <ul style="list-style-type: none"> • TTW Ask students: What do you see? What do you think about what you are seeing? What does it make you wonder? • TTW provide students opportunities to share observations and develop questions. • TTW record students' questions to direct instruction. • TTW ask questions to connect concepts from the previous day's instruction. <p>Based on the guiding question, ask students to generate claims for the DQ: What do all of these tissues have in common? How is it possible that all of these different tissues are classified as the same tissue type?</p> <p>Vocabulary: TSW add terms to the Digital KIM Chart</p> <ul style="list-style-type: none"> • Connective Tissue • Dense Regular/Irregular • Loose (Areolar) • Dense • Adipose • Cartilage (Hyaline, elastic, fibrocartilage) • Vascular • Osseous <p>Hole's Essentials Reference Pages:</p> <ul style="list-style-type: none"> • 141-149 	<p>See-Think-Wonder protocol to guide student thinking.</p> <ul style="list-style-type: none"> • TTW Ask students: What do you see? What do you think about what you are seeing? What does it make you wonder? • TTW provide students opportunities to share observations and develop questions. • TTW record students' questions to direct instruction. • TTW ask questions to connect concepts from the previous day's instruction. <p>TSW create a Venn diagram to compare and contrast the 2 tissue samples shown.</p> <p>Vocabulary: TSW add terms to the Digital KIM Chart</p> <ul style="list-style-type: none"> • Muscular Tissue • Nervous System • Smooth Muscle • Cardiac Muscle • Skeletal Muscle • Neurons • Neuroglia <p>Hole's Essentials Reference Pages:</p> <ul style="list-style-type: none"> • 151-154 	<p>protocol to guide student thinking.</p> <ul style="list-style-type: none"> • TTW Ask students: What do you see? What do you think about what you are seeing? What does it make you wonder? • TTW provide students opportunities to share observations and develop questions. • TTW record students' questions to direct instruction. • TTW ask questions to connect concepts from the previous day's instruction. <p>TTW remind students of proper microscope handling procedures using the Microscope Video</p> <p>TTW then introduce the lab activity, instructing students to start by making observations about the tissue, then using those observations to classify the tissue samples.</p> <p>TSW practice with and reinforce the week's vocabulary through specific tissue identifications.</p>	
<p>Guided Practice/Transition (20 minutes) TTW ask clarifying questions to increase</p>	<p>TTW provide direct instruction on the 9 main structural compositions of epithelial tissue and their roles and locations in the</p>	<p>TTW provide direct instruction on the different classifications of connective tissue and their roles and locations in the body.</p>	<p>TTW provide direct instruction on the 3 types of muscle tissue and their roles and locations in the body. Teacher will also</p>	<p>TTW walk around the room and assist students with: -tissue identifications: use the guiding questions from</p>	<p>After their assessment, students will complete a guided note sheet based on a close reading about their upcoming study of</p>

<p>students' engagement and check for understanding throughout the lesson.</p> <p>Transition to Work Session</p>	<p>body.</p> <p>TTW guide the class through epithelial tissue identifications using the following guiding questions</p> <p>TSW use paper, whiteboards, virtual response forms (ie. peardeck, polleverywhere, etc.), or verbal responses to answer the questions and identify the tissues presented.</p>	<p>TTW guide the class through connective tissue identifications using the following guiding questions:</p> <p>TSW use paper, whiteboards, virtual response forms (ie. peardeck, polleverywhere, etc.), or verbal responses to answer the questions and identify the tissues presented.</p>	<p>discuss the significant components of nervous tissue.</p> <p>TTW guide the class through muscle tissue identifications using the following guiding questions:</p> <p>TSW use paper, whiteboards, virtual response forms (ie. peardeck, polleverywhere, etc.), or verbal responses to answer the questions and identify the tissues presented.</p>	<p>the comprehension checks throughout the week to guide students to -focusing/handling microscopes</p> <p>TSW use their knowledge of histology to classify tissue samples.</p>	<p>anatomical directional, plane, and movement terms.</p>
<p>Independent Practice (45-50 minutes)</p> <p>**Lab Prep is needed this week.**</p> <p>TTW circulate the room to monitor the students performance and clarify instruction as needed with daily independent practice.</p> <p>Refer to supplemental resources for additional assignments during idle time</p>	<p>Histology Worksheet</p> <p>TSW completed part 2 of the Histology Worksheet. This document serves as a study guide for all of the information presented during their investigation of human tissues. It may be used in part or in whole to help students organize and understand the information being presented to them.</p>	<p>Histology Worksheet</p> <p>TSW completed part 3 of the Histology Worksheet.</p>	<p>Histology Worksheet</p> <p>TSW completed the remaining sections of the Histology Worksheet.</p>	<p>Histology Identification Lab</p> <p>TSW demonstrate their understanding of the 4 tissue types by identifying tissue samples.</p> <p>Supplies needed:</p> <ul style="list-style-type: none"> 10 microscopes 10 tissue slides (at least 1 of each of the 4 tissue types) Paper and tape 	<p>TSW demonstrate their mastery of the standards through a brief formative assessment.</p>
<p>Assessment/Summary (5-10 minutes)</p> <p>Formative Assessment should have between 15 to 20 questions</p>	<p>Show students Exit ticket Unit 1 ppt</p>	<p>Show students Exit ticket Unit 1 ppt</p>	<p>Show students Exit ticket Unit 1 ppt</p>	<p>Hole's Essentials Chapter Assessment: pg. 156-158</p> <p>Note</p> <ul style="list-style-type: none"> Prepare the last 15-20 minutes of class for the review** 	<p>Formative Assessment Quiz 2: Histology (Google Form Assessment can be created using questions from Hole's Essentials of Human Anatomy & Physiology</p>

Small Group Tasks (Protocol TBA)	Students will be given accommodations based on the needs of the students.	Students will be given accommodations based on the needs of the students.	Students will be given accommodations based on the needs of the students.	Students will be given accommodations based on the needs of the students.	Questions may be modified for students in small groups and/ or time in half should be provided to those students whose accommodations permits.
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Week 3

GSE: SAP 1a

Focused Concept: Anatomical directional, movement, and body region terms.

Phenomenon: The importance of a standardized, universal anatomical language extends beyond the hypothetical; medical professionals need to know what body part they're working on!

DQ: Why do we use a standardized, universal language to discuss the body?

SEP: HS-LS1-2 and HS-LS1-3

CCC: Systems and System Models, Structure and Function

	Day 11	Day 12	Day 13	Day 14	Day 15
Learning Targets The students will be able to:	Students can identify directional terms and their end location.	Students can identify which organs are located in each body region and cavity.	Students can demonstrate their understanding of directional terms by completing a banana dissection.	Students demonstrate their understanding of directional terms.	Students can demonstrate their knowledge of the structures and functions of the human body.
Opening (10-15 minutes) <i>TTW: "the teacher will"</i> <i>TSW: "the student will"</i>	<p><u>Planes and Directions</u> Why do we use a standardized, universal language to discuss the body?</p> <ul style="list-style-type: none"> Show students the phenomenon TTW Use the See-Think-Wonder protocol to guide student thinking. TTW Ask students: What do you see? What do you think about what you are seeing? What does it make you wonder? TTW provide students opportunities to share observations and develop 	<p><u>Body Regions and Body Cavities</u> Identify what you see. Which organs occupy the cavities of the displayed image?</p> <ul style="list-style-type: none"> Show students the phenomenon TTW Use the See-Think-Wonder protocol to guide student thinking. TTW Ask students: What do you see? What do you think about what you are seeing? What does it make you wonder? TTW provide students opportunities to share 	<p><u>Directional Terms Lab Dissection</u></p> <ul style="list-style-type: none"> Show students the phenomenon: <i>Anteroinferior View</i> TTW Use the See-Think-Wonder protocol to guide student thinking. TTW Ask students: What do you see? What do you think about what you are seeing? What does it make you wonder? TTW provide students opportunities to share 	<p><u>Unit 1 Assessment Review</u></p> <ul style="list-style-type: none"> Show students the phenomenon TTW Use the See-Think-Wonder protocol to guide student thinking. TTW Ask students: What do you see? What do you think about what you are seeing? What does it make you wonder? TTW provide students opportunities to share observations and develop questions. TTW record students' 	<p><u>Summative Assessment Unit 1 Exam</u></p>

	<p>questions.</p> <ul style="list-style-type: none"> • TTW record students' questions to direct instruction. • TTW ask questions to connect concepts from the previous week. <p>Vocabulary: TSW add terms to the Digital KIM Chart</p> <ul style="list-style-type: none"> • Anatomical position • Anterior • Posterior • Medial • Lateral • proximal • Distal • Superior • Inferior • Superficial • Deep 	<p>observations and develop questions.</p> <ul style="list-style-type: none"> • TTW record students' questions to direct instruction. • TTW ask questions to connect concepts from the previous day's instruction. <p>The teacher can also provide a close read article for students to introduce body cavities.</p> <p>Please Note: Before instruction, prepare a class set of copies.</p> <p>Vocabulary: TSW add terms to the Digital KIM Chart</p> <ul style="list-style-type: none"> • Epigastric • Left hypochondriac • Right hypochondriac • Umbilical region • Left Lumbar region • Right Lumbar region • Left inguinal/iliac region • Right Inguinal/ Iliac Region • Hypogastric 	<p>observations and develop questions.</p> <ul style="list-style-type: none"> • TTW record students' questions to direct instruction. • TTW ask questions to connect concepts from the previous day's instruction. <p>Vocabulary: TSW add terms to the Digital KIM Chart</p> <ul style="list-style-type: none"> • Sagittal • Transverse/Horizontal • Coronal/Frontal • Midsagittal • Dorsal • Ventral 	<p>questions to direct instruction.</p> <ul style="list-style-type: none"> • After a motor vehicle accident a driver of the car had two lacerations, one on the inferior and medial aspect of the orbital region and the other laceration on the lateral aspect of the contralateral orbital region. On a sheet of paper, please complete the follow: • Identify the key terms • Provide the definition for those key terms • identify the location of both lacerations. • TTW ask questions to connect concepts from the previous day's instruction. <p>Hole's Essentials Chapter Assessment Review Questions: pg. 30-32</p>	
<p>Guided Practice/Transition (20 minutes)</p> <p>TTW ask clarifying questions to increase students engagement and check for understanding throughout the lesson.</p> <p>Transition to Work Session</p>	<p>TTW guides the class through directional terms and body planes using the Overview of Anatomy ppt</p>	<p>TTW guides the class through body regions and body cavities using the Overview of Anatomy ppt</p>	<p>The teacher will provide a quick review of the dissection kits to ensure students are aware of how to use each instrument.</p>	<p>The teacher will facilitate a thorough review of terminology and concepts in Unit 1 using the Overview of Anatomy ppt to ensure students are prepared for the Unit 1 Assessment.</p>	<p>TTW answers any student questions to prepare them for their formative assessment.</p>
<p>Independent Practice (45-50 minutes)</p> <p>**Lab Prep is needed</p>	<p>TSW will be paired to collaboratively create a drawing to practice the directional terms.</p>	<p>TSW will apply their knowledge of the major cavities and quadrants by drawing and identifying the</p>	<p>TSW complete the Banana Lab Dissection</p> <p>Supplies Needed:</p>	<p>TSW will complete the Escape room directional term activity to demonstrate knowledge of</p>	<ol style="list-style-type: none"> 1. Unit 1 assessment 2. Guided note sheet based on a close reading about their

<p>this week.**</p> <p>Refer to supplemental resources for additional assignments during idle time</p>	<p><u>Funny Fill-In</u></p>	<p>nine abdominal regions.</p>	<ul style="list-style-type: none"> ● Dissection Tray ● Forceps ● dissecting pins ● scalpel ● paper towel ● scissors ● (blunt) probe ● nitrile gloves ● apron and goggles ● banana- Each students is required to bring their own ● Sharpie 	<p>anatomical position and directional terms. Please Note before instruction: Prepare a printed copy for students to rotate around the classroom.</p> <p>Post Review with additional time remaining in class: Students should complete Lab report/body maps</p>	<p>upcoming study of Unit 2: Support and Movement .</p> <ol style="list-style-type: none"> Begin <u>Cornell notes</u> for the next unit. Close Read of the next Unit with a graphic organizer.
<p>Assessment/Summary (5-10 minutes)</p> <p>The teacher will provide an Exit ticket daily as a closing activity to assess students' learning for the day.</p> <p><i>Summative Assessment should have between 40 to 50 questions</i></p>	<p>Show students <u>Exit ticket Unit 1 ppt</u></p> <p>Homework: Students should update and review the terminology within the <u>Digital KIM Chart</u> and complete:</p> <ul style="list-style-type: none"> ● <u>directional terms review 1</u> ● <u>directional terms review 2</u> 	<p>Show students <u>Exit ticket Unit 1 ppt</u></p> <p>Homework: Before the first lab, provide the <u>Intro to Dissection Kit Video</u> for students to get familiar with the dissection tools.</p> <p>**Please note: All <u>CCPS Dissection Lab Forms</u> should be signed by student and parent and submitted <i>prior to</i> this lab.</p> <p>Homework: Students should update and review the terminology within the <u>Digital KIM Chart</u> and complete:</p> <ul style="list-style-type: none"> ● <u>body cavity review</u> ● <u>body quadrants & regions review</u> 	<p>Show students <u>Exit ticket Unit 1 ppt</u></p>	<p>Exit Ticket: <u>Directional Term Review Gitkit Game</u></p> <p>Note</p> <ul style="list-style-type: none"> ● Prepare the last 15-20 minutes of class for the review game** ● Prepare to create a teacher account for quizzz acc and search for a mitosis quiz, if the provided hyperlink does not work. <p>Homework: Students should complete Lab reports/body maps.</p>	<p><u>Summative Assessment Unit 1 Exam</u> (Exam can be created via Illuminate using questions from Hole's Essentials of Human Anatomy & Physiology pg (#4-143) Answer Key can be found in the teacher's manual (#5-84)</p>
<p>Small Group Tasks (TBA)</p>	<p>Students will be given accommodations based on IEP requirements.</p>	<p>Students will be given accommodations based on IEP requirements.</p>	<p>Students will be given accommodations based on IEP requirements.</p>	<p>Students will be given accommodations based on IEP requirements.</p>	<p>Questions may be modified for students in small groups and/or time in half should be provided to those students whose accommodations</p>

Assessment Prep

Prepare students for assessment by reviewing the following Assessment Prep Presentation Topics:

Unit 1 Review

- Levels of Organization
- Cell structures and functions
- Tissue Types and locations
- Organ systems structures and functions
- Anatomical structures
- Directional Terms
- Body Planes
- Body Movement
- Body Quadrants

Labs / Investigations

Mandatory Labs	Explore Learning Gizmo	Pivot Interactives/Phet
<p>1. Tissue Microscope Lab</p> <ul style="list-style-type: none"> ○ It is recommended that students participate in the Letter “E” lab prior to completing this activity. <p>2. Banana Dissection Lab</p>	N/A	N/A

Additional Resources/Tasks

Supplemental Resources	<ul style="list-style-type: none"> • Body System Homeostasis Scenarios • Cell Organelle and Function Review Game • Body Tissues Activity • Body Tissue Review Game • Directional Terms Review • Body Region Review • Unit 1 Interactive Practice ppt • Human Body System Project
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