

Unit: The Temple of God – Understanding Your Body

Lesson Plan 1 of 2: The Human Body – Organization and Systems

Objective(s):

Students will be able to:

- Explain the importance of organization in the body
- Identify the levels of organization within the human body
- List and explain the functions of the four types of tissues within the human body
- List and explain the importance of the major body systems

Materials:

- PowerPoint: “Organization and Systems”
- PDF files
 - “Anticipatory Set”
 - “Devotional Exercise”
- Copies of the following worksheets, quizzes, and/or tests
 - “The Human Body” Pre-test
 - “Organization and Systems” worksheet
 - “Organization and Systems Vocabulary” worksheet
 - “Diseases of the Body” rubric
 - “Organization and Systems” Quiz

Lesson:

I. Engage

- a) Read/paraphrase anticipatory set 1 or act out anticipatory set 2
- b) Distribute pre-test to determine prior knowledge
- c) Conduct the devotional exercise

II. Discover

- a) PowerPoint presentation: “Organization and Systems”
- b) Distribute “Organization and Systems” worksheet. Options are to have students take notes prior to filling out worksheet, or fill out worksheet as teacher covers materials in PowerPoint presentation.

c) Option for a multi-grade level classroom is to have students work independently or as a small group viewing PowerPoint presentation on their own while filling out worksheet. Teacher would then need to sit with student(s) to review and check students' understanding.

d) Distribute "Organization and Systems Vocabulary" worksheet

III. Explain

Have students choose five systems of the body. Have them research a disease that affects each of the systems chosen. Then have them create a PowerPoint/multimedia presentation describing each disease.

IV. Extend

Distribute the "Biblical Connection" worksheet.

V. Assess

a) Distribute "Organization and Systems" quiz

b) Compare students' performance on quiz. Re-teach concepts as necessary.

Differentiated Instruction:

I. Resource Students: Allow extended time

II. Non-Native English Speakers: Place students in groups and pair bilingual students with those who may struggle with English

III. Gifted Students: Allow independent study and research