

COMPREHENSIVE LESSON PLAN TEMPLATE

Instructor Name: Leslie Humphreys		Date Submitted: October 21, 2013
Class Location: Garnet		
LESSON BASICS		
Meaningful Topic: Ethics in Medical Research	Student Types/Group: <input type="checkbox"/> ABE <input type="checkbox"/> ESL <input checked="" type="checkbox"/> HS Equiv Prep <input type="checkbox"/> Career Aware <input checked="" type="checkbox"/> College Prep <input type="checkbox"/> SPOKES <input type="checkbox"/> Computer Lit <input type="checkbox"/> Other: Click here to enter text.	Length of Lesson: 3 hours Day 2 of 3
Standard(s): CCR Anchor 7: Integrate and evaluate content presented in diverse media and formats, including visually, quantitatively, as well as in words. CCR Anchor 4: (writing) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. CCM 4.OA.1 Use the four operations with whole numbers to solve problems. (FFL Level 4)		Depth of Knowledge: <input checked="" type="checkbox"/> 1. Recall and Reproduction <input checked="" type="checkbox"/> 2. Skills and Concepts <input checked="" type="checkbox"/> 3. Short-term Strategic Thinking <input type="checkbox"/> 4. Extended Thinking
Essential Question: Who really profits from the sale HeLa cells?		
Objective(s): Students will continue their exploration into Henrietta's diagnosis, treatment, and the birth of HeLa cells.		
Required Materials/Equipment/Technology/Community Resources: Laptop, document camera, projector, interview/tvo video, handouts, notebook paper, calculators		
Prior Knowledge/Connections: Cancer Computer research skills Research studies	Required Vocabulary: Epidermoid carcinoma Cervix Epithelial cells Abnormal Pioneered Hysterectomy Heckled Dearth Immortal Illegible Catheter Meticulously Pipette Contamination Visionary	Instructional Methods: <input checked="" type="checkbox"/> Large Group <input checked="" type="checkbox"/> Small Group <input checked="" type="checkbox"/> Cooperative Learning <input type="checkbox"/> Project-based <input type="checkbox"/> Independent Study <input checked="" type="checkbox"/> Computer-assisted <input type="checkbox"/> One-on-One Tutorial <input checked="" type="checkbox"/> Individualized <input type="checkbox"/> Guest Speaker <input type="checkbox"/> Field Trip <input type="checkbox"/> Other: Click here to enter text.

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ACTIVITY PLAN	
1. Warm-up/Review/Connections:	Students will select two vocabulary cards at random and construct appropriate sentences. (10 minutes)
2. Introduction to Content/Explanation:	Students will work on a grammar rule practice worksheet. Examples of the correct use of the rule are taken from the book, and then the student will create a new sentence using the rule correctly. (20 minutes)
3. Presentation/Model the Learning Process:	Students will watch a more in depth interview with Rebecca Skloot to provide a deeper and broader understanding of the issue. (30 minutes)
4. Scaffolded/Guided Concrete Practice:	Students will be shown an internet site, BioTang where HeLa cells can easily be purchased. Teacher will model problem solving for this type of 2-step problem. (30 minutes)
5. Communicative Concrete Practice and Grouping Strategies:	Students will continue to work on mathematical calculations related to the sale of HeLa cells. (30 minutes)
6. Independent Concrete Practice/Application:	Students will work in small groups to complete a pro vs. con worksheet on the issue of informed consent and tissue research. (15 minutes)
7. Assessment:	Students will be assessed on the accuracy of their sentence construction and mathematical calculations.
8. Wrap-up/Concluding Activity:	Students will share one of their pro/con entries.
9. Instructor Reflection:	<p>What went well? Pro versus Con activity</p> <p>What did not go as planned? Allow more time for grammar activities.</p> <p>What should change? Model grammar rule activity</p> <p>What should be addressed in future lessons? Adjust timing.</p>

