

## COMPREHENSIVE LESSON PLAN TEMPLATE

<b>Instructor Name:</b> Leslie Humphreys		<b>Date Submitted:</b> October 21, 2013
<b>Class Location:</b> Garnet		
<b>LESSON BASICS</b>		
<b>Meaningful Topic:</b> Ethics in Medical Research	<b>Student Types/Group:</b> <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: <a href="#">Click here to enter text.</a>	<b>Length of Lesson:</b> 3 hours Day 1 of 3
<b>Standard(s):</b> 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)		<b>Depth of Knowledge:</b> <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
<b>Essential Question:</b> What are He La cells, and Who is Henrietta Lacks?		
<b>Objective(s):</b> Students will be introduced to the narrative of Henrietta Lacks, the tissue sampling done without her permission, and the consequences of this action.		
<b>Required Materials/Equipment/Technology/Community Resources:</b> Laptop, document camera, projector, interview/cell division videos, handouts, notebook paper, calculators		
<b>Prior Knowledge/Connections:</b> Cancer Computer research skills Research studies	<b>Required Vocabulary:</b> Epidermoid carcinoma Cervix Epithelial cells Abnormal Pioneered Hysterectomy Heckled Dearth Immortal Illegible Catheter Meticulously Pipette Contamination Visionary	<b>Instructional Methods:</b> <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: <a href="#">Click here to enter text.</a>

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<b>ACTIVITY PLAN</b>
<p><b>1. Warm-up/Review/Connections:</b> Students will watch an interview with author Rebecca Skloot regarding the life of Henrietta Lacks. (20 minutes)</p>
<p><b>2. Introduction to Content/Explanation:</b> Students will be given vocabulary cards to enhance their knowledge on this topic. Students will participate in a read-a-loud of chapters 3 – 5 from, “The Amazing Life of Henrietta Lacks” (45 minutes)</p>
<p><b>3. Presentation/Model the Learning Process:</b> Students will work in pairs to respond to 4 short answer questions regarding the reading, citing examples from the book to support their answer. As a group, the class will discuss their responses to the questions. (45 ,minutes)</p>
<p><b>4. Scaffolded/Guided Concrete Practice:</b> Cell video. Students will work with guidance from the teacher to calculate the number of cells that would be produced in 28 days. (15 minutes)</p>
<p><b>5. Communicative Concrete Practice and Grouping Strategies:</b> Students will work in pairs to complete calculations based on the cell growth chart completed in previous activity. (20 minutes)</p>
<p><b>6. Independent Concrete Practice/Application:</b> Students will solve calculations based on the cell growth chart and pricing practices.</p>
<p><b>7. Assessment:</b> Students will be assessed on the accuracy of their calculations.</p>
<p><b>8. Wrap-up/Concluding Activity:</b> Students will write a 1 paragraph response to the following prompt; “What was the most surprising fact/issue you learned about today?” (10 minutes)</p>
<p><b>9. Instructor Reflection:</b> What went well? Oral reading and video What did not go as planned? Reading took longer than expected. Not enough time to finish math worksheet. What should change? Alter time frame to split second math worksheet What should be addressed in future lessons? Overall worked well</p>

