

Organ Organization

Post-Secondary Anatomy Lesson Plan

Overview	Students will develop their understanding of the different organ systems within the human body: the mechanisms within, the main functions, and their connectedness with the other systems.
Objectives	<p>Following this lesson the students will be able to:</p> <ul style="list-style-type: none"> • Organize the body systems using Squareleaf.net. • Discern the key differences between the organ systems. • Describe how and when the organ systems work with each other in order to complete certain body functions. • Explain how each organ system works and why it is necessary. <p>After learning this information, the students will be able to orally explain each body system with the aid of their outline and a PowerPoint presentation.</p>
Standards	No Post-Secondary Academic Standards.
Materials	<p>Materials needed to complete the project:</p> <ul style="list-style-type: none"> • Computer with Internet connection and MS PowerPoint • Anatomy/Biology Textbook • Outside sources for use within presentation
Procedures	<p>Before beginning the activity, students should have read through the textbook and have the following information:</p> <ul style="list-style-type: none"> • There are 10 major organ systems found in the human body. • Each organ system has a specific purpose. • The organ systems work together as a single unit. <p>Part One:</p> <ul style="list-style-type: none"> • Students will choose two organ systems to focus on and obtain information about each from the textbook as well as outside sources. • They will connect to the Internet and access Squareleaf.net. • On the site, the students will use Squareleaf to create an outline of their presentation by putting the basic information of each system in corresponding colors for each system (i.e. the main functions of each system will be the same color). <p>Part Two:</p> <ul style="list-style-type: none"> • The students will create a PowerPoint presentation to relay the information to the class. • The presentation must incorporate their Squareleaf outline. • Outside resources that cover controversial or scientific breakthroughs about their systems should be included. • When not presenting, the class will write a critique of the presentations. <p>After presenting, each student will write a one-page assessment of the assignment and their own performance.</p>
Evaluation	<p>Grading Rubric For Outline and Essay:</p> <ul style="list-style-type: none"> ⇒ 7-10 points—Understandable, accurate, and completed ⇒ 4-6 points—Moderate errors, difficult to follow, no outside sources used ⇒ 0-3 points—Incomplete, major errors <p>Grading Rubric For Presentation:</p> <ul style="list-style-type: none"> ⇒ 7-10 points—Aesthetically pleasing, accurate, complete ⇒ 4-6 points—Meets minimum requirements, some errors throughout ⇒ 0-3 points—Disorganized, does not meet minimum requirements <p>A test will be given after the presentations covering all of the body systems.</p>