CAWS Lesson Plan Template

Program:

Instructor: Mark Cornelius

Course Title: Anatomy

Date:	6-27-10
Lesson Length:	1 Hour
Topics:	White Blood Cells

OVERVIEW / ANNOTATION:
To identify and determine the percentage of each type of white blood cell in prepared blood smear.

BACKGROUND / PREPARATION:
Have the students identify the five types of white blood cells and make a sketch of each one.

PRIMARY LEARNING OBJECTIVES:
By using a microscope to look at a stained blood smear, you can identify and determine the percentage of each type of white blood cell. Students use a WBC differential to diagnosis the type of infection that their blood smear contains.

ESSENTIAL QUESTION(S):
1. What is a white blood cell differential? 2. What is its significance? 3. What happens to the body if there are not enough white blood cells? 4. If you had a severe infection, woul you expect your WBC count to be closest to 5,000, 10,000, or 15,000?

MATERIALS, EQUIPMENT AND TECHNOLOGY RESOURCES

x	Textbook	x	Lab Manual		Video		Other
	Adv. Committee		Posters		Multi-Media		Microscope, Blood smear.
	Speaker		Supplemental Materials		Internet		

CONTENT STANDARDS & TASKS: *Alabama Course of Study*
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PROCEDURES, ACTIVITIES, AND LEARNING EXPERIENCES

	Individual work	x	Group Work		Lecture		Skills USA
	Class Discussion		Project		Speaker		Live Work
	Visuals		Review		Video		
	Homework		Handout		Field Trip		

ASSESSMENT STRATEGIES

	Homework		Portfolio	x	Class Work		Test
x	Teacher Observation		Other:		Performance		Feedback from Discussion

LESSON INSTRUCTION INCLUDES:

	Safety Instruction		Presentation		Higher Order Reasoning
	Project-Based Learning		Role Playing		Work Ethics
	Integrated Academics		Simulation		Integrated CTSO Experiences
	Employability Skills		Problem Solving Skills		Management Skills

TEAMWORK ACTIVITIES:
1. Focus the blood smear slide. 2.Identify the WBC's that you see 3. Your partner will keep a tally of the cells as you identify them. Record this information on the data sheet. 4. Continue counting until you have identified 50 WBC's.5. then let your partner identify 50. 6. Total the tally marks for each type of WBC. This number represents the percent of each type of WBC.

PROVISIONS FOR INDIVIDUAL DIFFERENCES:
Students can work in groups of 2.

AVAILABLE STUDENT INDUSTRY CREDENTIALS:

COURSE / PROGRAM CULMINATING PROJECT: