Grade 10, 11, 12
Distance Learning Module 9: Week of: June 1st – June 5th

Anatomy and Physiology - *Modified from Unit #3 - Immune System*

Targeted Goals from Stage 1: Desired Results

Content Knowledge:

1. Viruses and bacteria have different structures and processes, which has implications for the immune system as well as medical treatment and prevention approaches.

2. The major structures of the Immune System are: complement proteins, granulocytes, macrophages, dendritic cells, helper T cells, Killer T cells, B cells, plasma cells, and memory B cells. All of which work together and have specific structures that allow them to function in protecting the body from infection.

3. The immune system is responsible for allowing a person's body to fight off a viral or bacterial infection.

4. The human body has nonspecific defenses against infection.

5. Students will know the cause, symptoms, treatment, and relevant statistics associated with an infectious disease of choice (either bacterial or viral).

6. People who are immunocompromised can suffer and die from infections that typically do not severely impact the health of people with immune systems that are not compromised.

Vocabulary:

Pathogen, Capsule, Cell Wall, Plasma Membrane, Bacterial Chromosome, Ribosomes, Pilli, Binary Fission, Envelope, Capsid, Antigens, DNA/RNA, Lytic cycle, Portal of entry, Complement System, Granulocytes, Macrophages, Dendritic cells, Helper T cells, Killer T cells, Plasma Cells, Memory B Cells, Antigen, Antigen Presentation

Skills:

Conduct research to investigate, model, and communicate detailed information about a body system.

Expectation:

Description of Task (s):	Resources and Materials:	Daily Checks (Return to Google Classroom or snapshots from a cell phone)
Monday: Students will continue to put their research information and pictures of their model into their Anatomy and Physiology website.	Website requirements will be listed in the Google Classroom assignment.	
Tuesday: Students will continue to put their research information and pictures of their model into their Anatomy and Physiology website.	Website requirements will be listed in the Google Classroom assignment.	**Formal Check-in:** Progress should be visible in the Immune System portion of the Anatomy and Physiology website.
Wednesday: Students will finish putting their research information and pictures of their model into their Anatomy and Physiology website.	Website requirements will be listed in the Google Classroom assignment.	
Thursday: Students will start the Immune System case study.	Edulastic Case Study **Students will be able to use the website they have created to help answer the questions in the case study.	**Formal Check-in:** Progress should be made on the case study in Edulastic.
Friday: Students will complete the Immune System case study.	Edulastic Case Study **Students will be able to use the website they have created to help answer the questions in the case study.	The case study should be completed in Edulastic.

Week's criteria for success (attach student checklists or rubrics): Criteria for website success will be posted in the text of the Google Classroom assignments.

Supportive resources and tutorials for the week (plans for re-teaching): The teacher will hold live video help sessions Monday, Tuesday, Thursday, and Friday.