

**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						
<input checked="" type="checkbox"/>	Textbook	<input checked="" type="checkbox"/>	Lab Manual	<input type="checkbox"/>	Video	Other Microscope, Blood smear.
<input type="checkbox"/>	Adv. Committee	<input type="checkbox"/>	Posters	<input type="checkbox"/>	Multi-Media	
<input type="checkbox"/>	Speaker	<input type="checkbox"/>	Supplemental Materials	<input type="checkbox"/>	Internet	
CONTENT STANDARDS & TASKS: <i>Alabama Course of Study</i> 5						
PROCEDURES, ACTIVITIES, AND LEARNING EXPERIENCES						
<input type="checkbox"/>	Individual work	<input checked="" type="checkbox"/>	Group Work	<input type="checkbox"/>	Lecture	Skills USA
<input type="checkbox"/>	Class Discussion	<input type="checkbox"/>	Project	<input type="checkbox"/>	Speaker	Live Work
<input type="checkbox"/>	Visuals	<input type="checkbox"/>	Review	<input type="checkbox"/>	Video	
<input type="checkbox"/>	Homework	<input type="checkbox"/>	Handout	<input type="checkbox"/>	Field Trip	
ASSESSMENT STRATEGIES						
<input type="checkbox"/>	Homework	<input type="checkbox"/>	Portfolio	<input checked="" type="checkbox"/>	Class Work	Test
<input checked="" type="checkbox"/>	Teacher Observation	<input type="checkbox"/>	Other:	<input type="checkbox"/>	Performance	Feedback from Discussion
LESSON INSTRUCTION INCLUDES:						
<input type="checkbox"/>	Safety Instruction	<input type="checkbox"/>	Presentation	<input type="checkbox"/>	Higher Order Reasoning	
<input type="checkbox"/>	Project-Based Learning	<input type="checkbox"/>	Role Playing	<input type="checkbox"/>	Work Ethics	
<input type="checkbox"/>	Integrated Academics	<input type="checkbox"/>	Simulation	<input type="checkbox"/>	Integrated CTSO Experiences	
<input type="checkbox"/>	Employability Skills	<input type="checkbox"/>	Problem Solving Skills	<input type="checkbox"/>	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:						