

# J. L. Mann High School Weekly Lesson Plans 2025-2026

Teacher's Name: Jameena "Chrissy" Anderson

Course: Medical Terminology

Dates: March 23-27, 2026

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<b>STANDARDS</b>	<b>STANDARDS</b>	<b>STANDARDS</b>	<b>STANDARDS</b>	<b>STANDARDS</b>
Standard 2.3	Standard 2.3	Standard 2.3	Standard 2.3	Standard 2.4
<b>LEARNING TARGET</b>	<b>LEARNING TARGET</b>	<b>LEARNING TARGET</b>	<b>LEARNING TARGET</b>	<b>LEARNING TARGET</b>
I can incorporate the medical terminology that describes the functions of the human body as it relates to the Digestive System.	I can incorporate the medical terminology that describes the functions of the human body as it relates to the Digestive System.	I can incorporate the medical terminology that describes the functions of the human body as it relates to the Digestive System.	I can incorporate the medical terminology that describes the functions of the human body as it relates to the Digestive System.	I can describe etiology, pathology, diagnosis, treatment and prevention of common diseases and disorders in the Digestive System.
<b>ACTIVATING STRATEGY</b>	<b>ACTIVATING STRATEGY</b>	<b>ACTIVATING STRATEGY</b>	<b>ACTIVATING STRATEGY</b>	<b>ACTIVATING STRATEGY</b>
NO STARTER - Working on Flashcards	1. Research: What path does food follow after you've swallowed it (hint: the gastrointestinal/GI tract)?	1. The epiglottis prevents food from entering the airway. What could happen if this structure didn't function properly?	1. The small intestine has three parts: duodenum, jejunum, and ileum. What is each section's main duty?	Study for Quiz (10 minutes)
<b>LESSON ACTIVITIES</b>	<b>LESSON ACTIVITIES</b>	<b>LESSON ACTIVITIES</b>	<b>LESSON ACTIVITIES</b>	<b>LESSON ACTIVITIES</b>
1. <a href="#">Chapter 8 Flashcards</a>	1. <a href="#">Chapter 8 Notes: The Digestive System</a> (slides 1-16) 2. Flashcards	1. Notes (slides 17-22) 2. <a href="#">Digestive System Lab: How Long is Your Digestive System?</a> 3. Flashcards	1. Notes (slides 23-32) 2. Mushy Crackers Activity 3. Notes (slides 33-37) 4. <a href="#">The Scoop on Poop</a> 5. Flashcards	1. Chapter 8 Quiz 2. Notes (slides 38-55) 3. <a href="#">Food Journal Project</a> 4. Flashcards
<b>CLOSURE</b>	<b>CLOSURE</b>	<b>CLOSURE</b>	<b>CLOSURE</b>	<b>CLOSURE</b>
NO CLOSER - Working on Flashcards	1. The digestive system has three main functions: intake, absorption, and elimination. Which of these do you think is most	1. How long is your digestive tract (in feet)? 2. Name 2 things that are the same length as your digestive tract.	Answers to the Mushy Cracker Activity will go here	1. GERD (acid reflux) occurs when stomach acid moves upward into the esophagus. Why is there a burning sensation in the chest?

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	important for survival, and why?			
<b>Important Due Dates:</b> NOTHING DUE TODAY	<b>Important Due Dates:</b> NOTHING DUE TODAY	<b>Important Due Dates:</b> 1. Digestive System Lab (end of class)	<b>Important Due Dates:</b> NOTHING DUE TODAY	<b>Important Due Dates:</b> 1. Chapter 8 Quiz  <b><i>Notebook #11 due Sunday (3/29/26) at 11:59pm</i></b>

**How are you utilizing UDL learning guidelines and strategies within your weekly lessons? Check the boxes or highlight :)**

REPRESENTATION options for presenting content	ENGAGEMENT options for engaging student interest	EXPRESSION options for students to demonstrate learning	CULTURAL CONSIDERATIONS	ASSESSMENTS
<input type="checkbox"/> Artifacts <input checked="" type="checkbox"/> Pictures <input checked="" type="checkbox"/> Graphic Organizers <input type="checkbox"/> Video Clips <input type="checkbox"/> Audio Recordings <input checked="" type="checkbox"/> Lab <input checked="" type="checkbox"/> Lecture <input type="checkbox"/> Other:	<input type="checkbox"/> Cooperative Work <input checked="" type="checkbox"/> Partner Work <input type="checkbox"/> Manipulatives <input checked="" type="checkbox"/> Movement <input type="checkbox"/> Debates <input checked="" type="checkbox"/> Role Plays or Simulations <input type="checkbox"/> Other:	<input checked="" type="checkbox"/> Written Response <input checked="" type="checkbox"/> Illustrated Response <input type="checkbox"/> Oral Response <input checked="" type="checkbox"/> Model Creation <input type="checkbox"/> Construction <input type="checkbox"/> Other:	<input type="checkbox"/> Nature of content & ethnicity and/or culture of students <input type="checkbox"/> Other:	<input checked="" type="checkbox"/> Class Work <input checked="" type="checkbox"/> Journals <input checked="" type="checkbox"/> Group Discussion <input checked="" type="checkbox"/> Individual Participation <input checked="" type="checkbox"/> Quiz / Test <input checked="" type="checkbox"/> Project <input type="checkbox"/> Conference <input type="checkbox"/> Essay <input type="checkbox"/> Other:

\*All adjustments to the teacher's lesson plans will be communicated to the students.