

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

Teacher's Name: Jameena "Chrissy" Anderson

Course: Medical Terminology

Dates: February 9-13, 2026

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
STANDARDS	STANDARDS	STANDARDS	STANDARDS	STANDARDS
Standard 2.4	Standards 1 and 2	Standards 1 and 2	Standard 2.3	Standard 2.4
LEARNING TARGET	LEARNING TARGET	LEARNING TARGET	LEARNING TARGET	LEARNING TARGET
I can describe etiology, pathology, diagnosis, treatment and prevention of common diseases and disorders in the Muscular System.	I can analyze and interpret medical language related to anatomy and physiology, pathology, diagnosis, treatment, and abbreviations, focusing on the Muscular System. I can communicate medical terminology related to the Muscular System effectively, both orally and in writing.	I can analyze and interpret medical language related to anatomy and physiology, pathology, diagnosis, treatment, and abbreviations, focusing on the Muscular System. I can communicate medical terminology related to the Muscular System effectively, both orally and in writing.	I can incorporate the medical terminology that describes the functions of the human body as it relates to the Cardiovascular System.	I can describe etiology, pathology, diagnosis, treatment and prevention of common diseases and disorders in the Cardiovascular System.
ACTIVATING STRATEGY	ACTIVATING STRATEGY	ACTIVATING STRATEGY	ACTIVATING STRATEGY	ACTIVATING STRATEGY
1. Research: Why is normal muscle tone important for posture and coordinated movement?	1. How does hemiparesis differ from hemiplegia?	Study for Test (30 minutes)	1. Why do you think the heart is considered a muscle?	1. Why are arteries more muscular and elastic than veins?
LESSON ACTIVITIES	LESSON ACTIVITIES	LESSON ACTIVITIES	LESSON ACTIVITIES	LESSON ACTIVITIES
1. Notes (43-end) 2. Flashcards	1. Review for Test 2. Binder Check 3. Flashcard Checkoff	1. Chapter 4 Test	1. Chapter 5: The Cardiovascular System Notes (slides 1-12) 2. Label the Heart Activity (5 minutes) 3. Notes (slides 13-20)	1. Notes (slides 21-34) 2. Flashcards

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			4. Who Can Give Blood to Who? 5. Flashcards	
CLOSURE	CLOSURE	CLOSURE	CLOSURE	CLOSURE
1. Why does swelling in the carpal tunnel cause numbness or tingling in the hand? 2. What is the key difference between a sprain and a strain?	Complete the Review for tomorrow's test	1. What study strategy did you use to prepare for the test? 2. How well did your study strategy work? (Rate 1–5 and explain.)	1. Which layer of the heart is responsible for the pumping action, and why? 2. What is the difference between systolic and diastolic blood pressure?	1. How does endocarditis differ from myocarditis? 2. What is the difference between cardiac arrest and a heart attack?
Important Due Dates: NOTHING DUE TODAY	Important Due Dates: 1. Binder Check (end of class)	Important Due Dates: 1. Chapter 4 Test	Important Due Dates: 1. Label the Heart Activity (end of class)	Important Due Dates: 1. Who Can Give Blood to Whom? (end of class) Notebook #6 due Sunday (2/15/26) at 11:59pm

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 checked="" type="checkbox"/> Video Clips <input type="checkbox"/> Audio Recordings <input type="checkbox"/> Lab <input checked="" type="checkbox"/> Lecture <input type="checkbox"/> Other:	<input checked="" type="checkbox"/> Cooperative Work <input checked="" type="checkbox"/> Partner Work <input type="checkbox"/> Manipulatives <input type="checkbox"/> Movement <input type="checkbox"/> Debates <input type="checkbox"/> Role Plays or Simulations <input type="checkbox"/> Other:	<input checked="" type="checkbox"/> Written Response <input checked="" type="checkbox"/> Illustrated Response <input checked="" type="checkbox"/> Oral Response <input 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 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 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.