Lesson Plans on the
Musculoskeletal System

Teacher: McNelly	Subject: Essentials of Healthcare	Week of: September 13th – 17th		Summative Date: September 17th
	Standard	Learning Target (I can…)	Learning Activities	Success Criteria/ Formative Assessment
Monday	**HS-EHS-6** Evaluate the anatomy, physiology, and basic pathophysiology of the muscular and skeletal systems, and perform technical skills related to the systems.	**6.4** Identify and explain medical terms related to the muscular and skeletal systems, and utilize when documenting in the electronic medical record.	Discussion/Intro to Skeletal System with PowerPoint **6.4** Using canvas module/PowerPoint online to complete the medical terminology related to the digestive system. Students will read the distributed Medical Scenario and complete electronic medical record forms using medical terminology.	Quick fire questions about medical terms Quiz will be given after completion of Learning Activities for a Summative Grade.
Tuesday	**HS-EHS-6** Evaluate the anatomy, physiology, and basic pathophysiology of the muscular and skeletal systems, and perform technical skills related to the systems.	**6.1** Analyze the basic structures and functions of the muscular system. **6.2** Analyze the basic structures and functions of the skeletal system, including locating and identifying the bones of the skeletal system and hemopoiesis. **6.7** Describe the development of the skeletal system.	**6.1** Discussion of Skeletal System with PowerPoint **6.2** Pull up diagram on smartboard and review diagram of skeletal bones **6.7** Students will be shown models of the different types of bones during group discussion	Quick fire questions over specific bones, as well as what type of bone is pointed out - quiz later in week over select bones
Wednesday	**HS-EHS-6** Evaluate the anatomy, physiology, and basic pathophysiology of the muscular and skeletal systems, and perform technical skills related to the systems.	**6.1** Analyze the basic structures and functions of the muscular system. **6.2** Analyze the basic structures and functions of the skeletal system, including locating and identifying	**6.1** Discussion of Skeletal System with PowerPoint	Quick fire questions over axial and appendicular skeletons- quiz later in week over select bones

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		the bones of the skeletal system and hemopoiesis. **6.6** Differentiate between the axial and appendicular skeletons.	**6.2, 6.6** "Mr. Bones" labeling assignment sheet must be completed, as well as outlining the axial and appendicular skeletons.	
Thursday	**HS-EHS-6** Evaluate the anatomy, physiology, and basic pathophysiology of the muscular and skeletal systems, and perform technical skills related to the systems.	**6.1** Analyze the basic structures and functions of the muscular system. **6.2** Analyze the basic structures and functions of the skeletal system, including locating and identifying the bones of the skeletal system and hemopoiesis. **6.5** Research common diseases, disorders, and emerging disorders of the muscular and skeletal systems including pathophysiology, prevention, diagnosis and treatment that might be utilized.	**6.1** Discussion of Skeletal System with PowerPoint **6.2** Review bones labeling sheet. **6.5** Discussion of disorders and diseases of skeletal system, and how to treat. Students must complete a graphic organizer or use guided notes handout.	Quick fire questions after discussion- quiz later in week over select bones
Friday	**HS-EHS-6** Evaluate the anatomy, physiology, and basic pathophysiology of the muscular and skeletal systems, and perform technical skills related to the systems.	**6.2** Analyze the basic structures and functions of the skeletal system, including locating and identifying the bones of the skeletal system and hemopoiesis.	**6.2** Students will have a quiz over select few bones, and each will be pointed out by instructor, and must label each bone correctly on their sheet.	Answers to quiz. Quizzes will be graded for accuracy.

***Note**: Some assignments took more than one day to complete and schedule was adjusted accordingly.

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Teacher: McNelly	Subject: Essentials of Healthcare	Week of: September 20th – 24th		Summative Date: September 24th
	Standard	Learning Target (I can…)	Learning Activities	Success Criteria/ Formative Assessment
Monday	**HS-EHS-6** Evaluate the anatomy, physiology, and basic pathophysiology of the muscular and skeletal systems, and perform technical skills related to the systems.	**6.2** Analyze the basic structures and functions of the skeletal system, including locating and identifying the bones of the skeletal system and hemopoiesis.	**6.2** Lab Activity - Students will participate in "Edible Skeleton Project". Students will bring in edible materials, as well as a poster to place their materials on. Students must create an entire human skeleton, with their edible pieces (candy, etc.), and then label each bone. Completion in class.	Summative grade with completion of project
Tuesday	**HS-EHS-6** Evaluate the anatomy, physiology, and basic pathophysiology of the muscular and skeletal systems, and perform technical skills related to the systems.	**6.2** Analyze the basic structures and functions of the skeletal system, including locating and identifying the bones of the skeletal system and hemopoiesis.	**6.2** Lab Activity - Students will participate in "Edible Skeleton Project". Students will bring in edible materials, as well as a poster to place their materials on. Students must create an entire human skeleton, with their edible pieces (candy, etc.), and then label each bone. Completion in class.	Review assignment sheet and returned with grades.
Wednesday	**HS-EHS-6** Evaluate the anatomy, physiology, and basic pathophysiology of the muscular and skeletal systems, and perform technical skills related to the systems.	**6.2** Analyze the basic structures and functions of the skeletal system, including locating and identifying the bones of the skeletal system and hemopoiesis.	**6.2** Lab Activity - Students will participate in "Edible Skeleton Project". Students will bring in edible materials, as well as a poster to place their materials on. Students must create an entire human skeleton, with their edible pieces (candy, etc.), and then label each bone. Completion in class.	Summative grade at end of project

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Thursday	**HS-EHS-6** Evaluate the anatomy, physiology, and basic pathophysiology of the muscular and skeletal systems, and perform technical skills related to the systems.	**6.2** Analyze the basic structures and functions of the skeletal system, including locating and identifying the bones of the skeletal system and hemopoiesis.	**6.2** Lab Activity - Students will participate in "Edible Skeleton Project". Students will bring in edible materials, as well as a poster to place their materials on. Students must create an entire human skeleton, with their edible pieces (candy, etc.), and then label each bone. Completion in class.	Summative grade at end of project
Friday	**HS-EHS-6** Evaluate the anatomy, physiology, and basic pathophysiology of the muscular and skeletal systems, and perform technical skills related to the systems.	**6.4** Identify and explain medical terms related to the muscular and skeletal systems, and utilize when documenting in the electronic medical record.	**6.2** Lab Activity - Students will participate in "Edible Skeleton Project". Students will bring in edible materials, as well as a poster to place their materials on. Students must create an entire human skeleton, with their edible pieces (candy, etc.), and then label each bone. Completion in class. **6.4** Administer quiz for 6.4 element on medical terminology. (from last week's activity)	Answers to quiz. Quizzes will be graded for accuracy.

***Note**: Some assignments took more than one day to complete and schedule was adjusted accordingly.

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Teacher: McNelly	Subject: Essentials of Healthcare	Week of: September 27th – October 1st		Summative Date: October 1st
	Standard	Learning Target (I can…)	Learning Activities	Success Criteria/ Formative Assessment
Monday	**HS-EHS-6** Evaluate the anatomy, physiology, and basic pathophysiology of the muscular and skeletal systems, and perform technical skills related to the systems.	**6.8** Locate and identify the types of joints in the skeletal system. **6.11** Differentiate between active and passive range of motion.	**6.2** Edible Skeleton Project due **6.8** 1. Students will complete a note taking guide for joints of skeletal system. 2. Discussion and teacher demonstration of ROM for joints. 3. Students will also get a synovial joint model project, in which they have to answer the questions on the joints.	**Summative Grade 1** **6.8** Quick fire questions after discussion of joints and types.
Tuesday	**HS-EHS-6** Evaluate the anatomy, physiology, and basic pathophysiology of the muscular and skeletal systems, and perform technical skills related to the systems.	**6.10** Perform range of motion (ROM) for joints such as the shoulder, wrist and ankle. **6.11** Differentiate between active and passive range of motion.	**6.10, 6.11** Lab Activity - Students will be given a Goniometer lab to complete. Students must complete AROM and PROM for the ankle, knee, hip, elbow, shoulder, and wrist, using goniometers.	**6.10, 6,11** Review of results and findings in the lab.
Wednesday	**HS-EHS-6** Evaluate the anatomy, physiology, and basic pathophysiology of the muscular and skeletal systems, and perform technical skills related to the systems.	**6.10** Perform range of motion (ROM) for joints such as the shoulder, wrist and ankle. **6.11** Differentiate between active and passive range of motion.	**6.10, 6.11** **Continuation of** Lab Activity from previous day - Students will be given a Goniometer lab to complete. Students must complete AROM and PROM for the ankle, knee, hip, elbow, shoulder, and wrist, using goniometers.	**6.10, 6,11** Review of results and findings in the lab.
Thursday	**HS-EHS-6** Evaluate the anatomy, physiology, and basic pathophysiology of the muscular and skeletal systems, and perform technical skills related to the systems.	**6.1, 6.2, 6.3, 6.5, 6.6, 6.7, 6.8, 6.9**	**Review for Unit Exam** on skeletal system (this is for elements, **6.1, 6.2, 6.3, 6.5, 6.6, 6.7, 6.8, 6.9**	**6.10, 6,11** Review of results and findings in the lab.

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Friday	**HS-EHS-6** Evaluate the anatomy, physiology, and basic pathophysiology of the muscular and skeletal systems, and perform technical skills related to the systems.	**6.1, 6.2, 6.3, 6.5, 6.6, 6.7, 6.8, 6.9** **6.8** Locate and identify the types of joints in the skeletal system. **6.11** Differentiate between active and passive range of motion.	Give exam for skeletal unit.	**Summative Grade 2**

***Note**: Some assignments took more than one day to complete and schedule was adjusted accordingly.

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Teacher: McNelly	Subject: Essentials of Healthcare	Week of: October 4th – 8th		Summative Date: N/A
	Standard	Learning Target (I can…)	Learning Activities	Success Criteria/ Formative Assessment
Monday	**HS-EHS-6** Evaluate the anatomy, physiology, and basic pathophysiology of the muscular and skeletal systems, and perform technical skills related to the systems.	**6.4** Identify and explain medical terms related to the muscular and skeletal systems, and utilize when documenting in the electronic medical record.	**6.4** Using Canvas module/PowerPoint online to complete the medical terminology related to the muscular system. Students will read the distributed Medical Scenario and complete electronic medical record forms using medical terminology.	Quick fire questions about medical terms Quiz will be given after completion of Learning Activities for a Summative Grade.
Tuesday	HS-EHS-6 Evaluate the anatomy, physiology, and basic pathophysiology of the muscular and skeletal systems, and perform technical skills related to the systems.	**6.1** Analyze the basic structures and functions of the muscular system. **6.9** Locate and identify the types of muscles in the muscular system.	**6.1,6.9** Discussion for Muscular System with PowerPoint **6.1,6.9** Label diagram of muscular system using books and note taking guide	**6.1,6.9** Responses to completed graphic organizer **and** results from Unit test (to be given later) **6.9** Smart board activity – class labels muscular system after individually completing diagram – quiz later this week
Wednesday	**HS-EHS-6** Evaluate the anatomy, physiology, and basic pathophysiology of the muscular and skeletal systems, and perform technical skills related to the systems.	**6.1** Analyze the basic structures and functions of the muscular system. **6.9** Locate and identify the types of muscles in the muscular system. **6.3** Explain the relationship between the muscular and skeletal systems, and identify their interdependence as they relate to body structure, movement and posture.	**6.1, 6.3** Discussion of muscular system with PowerPoint and note-taking guide **6.9** Continue Labeling of muscular diagram	Quick fire questions after discussion.

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Thursday	**HS-EHS-6** Evaluate the anatomy, physiology, and basic pathophysiology of the muscular and skeletal systems, and perform technical skills related to the systems.	**6.1** Analyze the basic structures and functions of the muscular system. **6.9** Locate and identify the types of muscles in the muscular system. **6.3** Explain the relationship between the muscular and skeletal systems, and identify their interdependence as they relate to body structure, movement and posture.	**6.1, 6.3** Discussion of muscular system with PowerPoint and note-taking guide **6.9** Continue Labeling of muscular diagram	Quick fire questions after discussion.
Friday	**HS-EHS-6** Evaluate the anatomy, physiology, and basic pathophysiology of the muscular and skeletal systems, and perform technical skills related to the systems.	**6.9** Locate and identify the types of muscles in the muscular system.	**6.9** Quiz 1 over muscle labeling (particular muscles chosen by teacher).	**6.9** Review as whole class quiz answers for muscular labeling.

***Note**: Some assignments took more than one day to complete and schedule was adjusted accordingly.

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Teacher: McNelly	Subject: Essentials of Healthcare	Week of: October 11th – 15th		Summative Date: October 15th
	Standard	Learning Target (I can…)	Learning Activities	Success Criteria/ Formative Assessment
Monday	**HS-EHS-6** Evaluate the anatomy, physiology, and basic pathophysiology of the muscular and skeletal systems, and perform technical skills related to the systems.	**6.3** Explain the relationship between the muscular and skeletal systems, and identify their interdependence as they relate to body structure, movement and posture. **6.5** Research common diseases, disorders, and emerging disorders of the muscular and skeletal systems including pathophysiology, prevention, diagnosis and treatment that might be utilized.	**6.5** Discussion of muscular system with PowerPoint and note-taking guide **6.3** Students will work on a muscular system personal training project, in which they will pick an athlete and their sport, and train their muscles for 3 weeks. They must include different exercises (cardio/non-cardio, weight training, agility, etc) and must do rep schemes, sets, etc. All while training for that particular sport.	Quick fire questions after discussion.
Tuesday	**HS-EHS-6** Evaluate the anatomy, physiology, and basic pathophysiology of the muscular and skeletal systems, and perform technical skills related to the systems.	**6.3** Explain the relationship between the muscular and skeletal systems, and identify their interdependence as they relate to body structure, movement and posture.	**6.3** Students will work on a muscular system personal training project, in which they will pick an athlete and their sport, and train their muscles for 3 weeks. They must include different exercises (cardio/non-cardio, weight training, agility, etc) and must do rep schemes, sets, etc. All while training for that particular sport.	Quick fire questions after discussion.
Wednesday	**HS-EHS-6** Evaluate the anatomy, physiology, and basic pathophysiology of the muscular and skeletal systems, and perform technical skills related to the systems.	**6.12** Demonstrate proper techniques for ambulation with assistive devices (crutches, cane, walker); and identify limitations and abnormalities.	**6.12** Lab Activity – Students will participate in a teacher assisted lab, where they will fit a partner with crutches, and teach them to walk (WB, NWB, upstairs, down stairs).	Students will be assessed on their abilities to teach someone how to use crutches, as well as fit them to a person.

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			They will complete a practical exam over this.	
Thursday	**HS-EHS-6** Evaluate the anatomy, physiology, and basic pathophysiology of the muscular and skeletal systems, and perform technical skills related to the systems.	**6.3** Explain the relationship between the muscular and skeletal systems, and identify their interdependence as they relate to body structure, movement and posture. **6.9** Locate and identify the types of muscles in the muscular system.	**6.9** Quiz 2 over muscle labeling (particular muscles chosen by teacher). **6.3** Students will work on a muscular system personal training project, in which they will pick an athlete and their sport, and train their muscles for 3 weeks. They must include different exercises (cardio/non-cardio, weight training, agility, etc) and must do rep schemes, sets, etc. All while training for that particular sport.	**6.9** – Review as whole class quiz answers for muscular labeling.
Friday	**HS-EHS-6** Evaluate the anatomy, physiology, and basic pathophysiology of the muscular and skeletal systems, and perform technical skills related to the systems.	**6.4** Identify and explain medical terms related to the muscular and skeletal systems, and utilize when documenting in the electronic medical record. **6.3** Explain the relationship between the muscular and skeletal systems, and identify their interdependence as they relate to body structure, movement and posture.	**6.4** Administer quiz for 6.4 element on muscular medical terminology. (from last week's activity) **6.3** Students will work on a muscular system personal training project, in which they will pick an athlete and their sport, and train their muscles for 3 weeks. They must include different exercises (cardio/non-cardio, weight training, agility, etc) and must do rep schemes, sets, etc. All while training for that particular sport.	**6.4** Answers to quiz. Quizzes will be graded for accuracy.

***Note**: Some assignments took more than one day to complete and schedule was adjusted accordingly.

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Teacher: McNelly	Subject: Essentials of Healthcare	Week of: October 18th – 22nd		Summative Date: October 20th
	Standard	Learning Target (I can…)	Learning Activities	Success Criteria/ Formative Assessment
Monday	**HS-EHS-6** Evaluate the anatomy, physiology, and basic pathophysiology of the muscular and skeletal systems, and perform technical skills related to the systems.	**6.1, 6.3, 6.5, 6.9, 6.11**	**6.3** Muscular personal training project due.	**Summative Grade 3**
Tuesday	**HS-EHS-6** Evaluate the anatomy, physiology, and basic pathophysiology of the muscular and skeletal systems, and perform technical skills related to the systems.	**6.1, 6.3, 6.5, 6.9, 6.11**	**Review for Unit Exam** on muscular system (this is for elements, **6.1, 6.3, 6.5, 6.9, 6.11**	Completion of test – Summative grade
Wednesday	**HS-EHS-6** Evaluate the anatomy, physiology, and basic pathophysiology of the muscular and skeletal systems, and perform technical skills related to the systems.	**6.1, 6.3, 6.5, 6.9, 6.11**	Give exam for unit.	**Summative Grade 4**