LESSON PLAN: THE HUMAN BODY SYSTEMS

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North Carolina Essential Standards (Science - Grade 7)

7.L.1 - Understand the processes, structures and functions of living organisms that enable them to survive, reproduce and carry out the basic functions of life.

- 7.L.1.4 - Summarize the general functions of the major systems of the human body (digestion, respiration, reproduction, circulation, and excretion) and ways that these systems interact with each other to sustain life.

Learning Goals & Objectives

Goal: The learner will conduct investigations, use models, simulations, and appropriate technologies and information systems to build an understanding of the complementary nature of the human body system.

- Objective 1: Analyze how human body systems interact to provide for the needs of the human organism.
- Objective 2: Describe how systems within the human body are defined by the functions it performs.

Teacher Preparation & Materials

- Prepare an introduction to the Human Body Systems
- Create a WebQuest on the Human Body Systems (include the resources listed below)
- Print 10 copies of the Human Body Quest packet (one for each group and one for the teacher)
- Create/modify a rubric for grading each group presentation

Instruction

At the beginning of the lesson, the teacher will give a brief introduction to the human body systems. Students will then be placed into groups of two or three. Each group will randomly draw one of nine major body systems out of a bowl. The nine systems included are: circulatory, respiratory, nervous, skeletal, muscular, urinary/excretory, digestive, endocrine, and immune. The remaining systems (reproductive, lymphatic, and integumentary) will be discussed later as a class.

The teacher will hand out Human Body Quest packets to each group. They will be instructed to use the Body System Checklist that correlates with their assigned system as a guide for what to include in their presentation. They will use the remaining Body System Checklists to take notes during their classmates’ presentations.

Next, the class will be directed to a WebQuest, created by the instructor, which will provide them with the necessary resources and guidance to research their body systems. The following resources will be provided through the WebQuest:
When the projects are complete, each group will give a brief presentation on their assigned human body system. After the presentations, the teacher will answer any remaining questions and add information where it may have been lacking in the presentations.

Finally, on a separate sheet of paper, each student will answer the Group Involvement questions, listed on the Project Checklist page of the Human Body Quest packet. On that same paper, the students will also answer the following questions:

- Did you enjoy this project? *Give one reason why or why not.*
- Do you feel as though you have a thorough understanding of the human body systems? *Explain.*
- Would you change anything about the format of this project? *If so, what?*

**Assessment**

Each student’s grade for this project will be based on their group’s presentation, with possible adjustments based on peer evaluations. The presentations will be graded using a rubric that assesses numerous factors (appearance, clarity/fluidity, explanation of information, completeness, following instructions, visual aids, body language/voice, and member participation).

The teacher can determine the effectiveness of this lesson through the student evaluations, group presentations, and individual performance on the unit test.

**References**

**For Lesson Plan:**

- http://www.learnnc.org/
- http://www.dpi.state.nc.us/
- http://sciencespot.net/

**Student Resources:**

- http://www.bbc.co.uk/
- http://medtropolis.com/
- http://www.getbodysmart.com/
- http://www.livescience.com/
- http://www.organsofthebody.com/
- http://www.innerbody.com/