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| M. Angileri | **6th grade science** | | **Lesson Plans 11-18-19 Body Systems #1** | | | | |
| NGSS Standards | **MS-LS1**  DCI :  **MS-LS1.A.3**  S & E practices  CCC | | Use argument supported by evidence for how the body is a system of interacting subsystems composed of a group of cells.  **Structure and Function:** In multicellular organisms, the body is a system of multiple interacting subsystems. These subsystems are groups of cells that work together to form tissues and organs that are specialized for a particular body functions.  **Asking Questions and Defining Problems:** Asking questions to determine relationships between independent and dependent variables in relationships in models.  **System and System Models:** Systems may interact with other systems; they may have subsystems and be part of larger complex systems | | | | |
| Essential Question | | **How are cells like organisms?**  **What body systems are required to run a mile?** | | | | | |
| Vocabulary: | | **Cell:** The basic structural and functional unit of living organisms.  **Functions:** What something does**.**  **Multicellular:** An organism made up of more than one cell and often is made up of different types of cells.  **Organ:** A collection of similar tissues joined together into a structure that performs specialized functions.  **Organism:** A self-contained living thing.  **Specialized:** A self-contained living thing.  **Subsystem:** A self-contained system within a larger system.  **System:** A group of interacting or interdependent elements forming a complex whole, as in all the factors or variables in an environment or all the variables that might affect a science experiment.  **Tissue:** A mass of similar cells that perform a specialized function | | | | | |
|  | | **MONDAY** | | **TUESDAY** | **WEDNESDAY** | **THURSDAY** | **FRIDAY**  **½ Day** |
| Content Objective: | | SW demonstrate Knowledge of groups of cells that work together to form tissues and organs by identifying parts that combine to form the systems of the human body. | | SW demonstrate Knowledge of groups of cells that work together to form tissues and organs by naming parts that combine to form the systems of the human body. | SW demonstrate comprehension of groups of cells that work together to form tissues and organs by paraphrasing information about how cells combine to form the systems of the human body. | SW demonstrate application how of groups of cells that work together to form tissues and organs by showing how parts combine to form the systems of the human body by | SW demonstrate comprehension of how groups of cells that work together to form tissues and organs by showing how parts combine to form the systems of the human body by summarizing function on a graphic organizer |
| Language objective | | SW orally describe how groups of cells that work together to form tissues and organs using sentence frames with 70% accuracy. | | SW write to describe how groups of cells that work together to form tissues and organs using content vocabulary with 70% accuracy. | SW orally/write to describe how groups of cells that work together to form tissues and organs using notetaking strategies with 70% accuracy. | SW write to recount how groups of cells that work together to form tissues and organs using a graphic organizer with 70% accuracy. | SW write/orally to summarize how groups of cells that work together to form tissues and organs using a graphic organizer with 70% accuracy. |
| In class today | | Body System Vocabulary  Pretest Body Systems  Phenomena Chart (Run)  APK: Which comes first | | Phenomena Chart (Function)  Hook: Levels of organization  L L: Pre-Reading activity: Plant Verses Animal | Read and Discuss: Scopepedia Article Linking Literacy: Levels of Organization and Body Systems | Phenomena Chart (Both: Revise thoughts)  Explore 1: Subsystem Matchup  Handout  Discuss Linking Literacy | Kessler: level of Organization and Body System Activity |

**Guiding Questions:**

How do body systems work together?

How do organisms respond to stimuli?