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| **Angileri 6 th Science 5-8-17** | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| GLCE | L.OL.06.51: Classify producers, consumers, and decomposers based on their source of food. | L.OL.06.52: Distinguish between the ways in which consumers and decomposers obtain energy | NWEA Testing | L.OL.06.51: Classify producers, consumers, and decomposers based on their source of food. | L.EC.06.41: Describe how human beings are part of the ecosystem of Earth and that human activity can purposefully, or accidentally, alter the balance in an ecosystem |
| CONTENT  OBJECTIVE: | SW demonstrate comprehension of energy roles on ecosystems-producers by explaining the photosynthesis process. | SW demonstrate comprehension of energy roles on ecosystems-consumers and decomposers by explaining the roles organisms have in ecosystems. |  | SW demonstrate application of organism’s role in ecosystems showing their classification in the food chain. | SW demonstrate analysis of the Rouge River ecosystem by finding connections between class topics and their field experiences. |
| LANGUAGE OBJECTIVE: | SW write to explain the role of photosynthesis in producers using illustration and 3 or more complete sentences. | SW write to explain an organism’s role in an ecosystem using sentence starters and content vocabulary. |  | SW orally justify their reasoning to classify producers, consumers, and decomposers using content vocabulary. | SW write to give examples of human impact on the Rouge River ecosystem using complete sentences. |
| ACADEMIC VOCABULARY | Introduce words week 22 | Linking words to content |  | Sentence practice | Quiz 22  Final Unit |
| CONTENT VOCABULARY | Carnivore, Consumer, Decomposer, Omnivore | Energy Pyramid, Food Chain. Food Web |  | Herbivore, Producer, Scavenger |  |
| IN CLASS TODAY: | Review: “Food Chain & Animal Eating Habits  Read and discuss Energy Flow p. 44-45  Type 2 What is Photosynthesis and why is it so important? | Review: “Food Webs: Who Eats Who”  Read and Discuss Energy Flow p. 46-47  Ecosystem Interdependence and |  | Review Energy roles with a graphic organizer  Read and discuss Food Chains and food webs p. 47-48  Meat, Salads, and Casseroles and Food Chain activity | Type 4 Rouge project Human Impact  If time allows: Brain Pop and Food Chain game. |
| Target Learning | I can explain photosynthesis and its role in ecosystems. | I can classify an organism by the role they have in an ecosystem. | I can demonstrate my level of science knowledge by increasing my NWEA science score to make or break my goal. | I can classify with justification an organism’s role in their ecosystems. | I can revise my reflection on the Rouge river ecosystem to improve my writing to the Collin’s type 4 level. |

**WEEK TWENTY-TWO**

**Negative**: less than zero, indicates a loss, lacking positive qualities.

**Positive**: greater than zero, sure there are no mistakes, the answer is yes, it is good.

**Previous**: going before something.

**Reaction**: an action in response to some influence or event

**Summarize**: a short explanation of something.

**Theory**: an idea that tries to explain an observation.

**Reduce**: to make smaller, or take away