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| M. Angileri | **6th grade science** | **Lesson Plans 6-10-19 Relationships in Ecosystems #6** |
| NGSS Standards | **MS-LS2-1****MS-LS2-4**:DCI :  **MS-LS2.A.**S & E practicesCCC | **MS-LS2-2:**Construct an explanation that predicts patterns of interactions among organisms across multiple ecosystems.**MS-LS2-4**: Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations.**Interdependent Relationships in Ecosystems:** Predatory interactions may reduce the number of organisms or eliminate whole populations of organisms. Mutually beneficial interactions, in contrast, may become so interdependent that each organism required the other for survival. Although the species involved in the competitive, predatory, and mutually beneficial interactions vary across ecosystems, the patterns of interactions of organisms with their environments, both living and nonliving are shared.**Constructing Explanations and Designing Solutions:** Construct an explanation that includes qualitative or quantitative relationships between variables that predict phenomena.**Patterns:** Patterns can be used to identify cause and effect relationships |
|  | **MONDAY** | **TUESDAY** | **WEDNESDAY****½ day** | **THURSDAY****½ day** | **FRIDAY****½ Day**  |
| Content Objective: |  | SW demonstrate comprehension of evidence that changes to physical or biological components of an ecosystem affect populations with 70 % accuracy |  |  |  |
| Language objective |  | SW listen/speak to distinguish evidence that changes to physical or biological components of an ecosystem affect populations using complete sentences with 70 % accuracy. |  |  |  |
| In class today | Field Trip to Play Atlantis | Netflix VideoA plastic Ocean | PBISNWEA Reward | A year in Review | Send Off and Best wishes |