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| M. Angileri | **6th grade science** | | **Lesson Plans 6-3-19 Relationships in Ecosystems #5** | | | | |
| NGSS Standards | **MS-LS2-1**  **MS-LS2-4**:  DCI :  **MS-LS2.A.**  S & E practices  CCC | | **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 | | | | |
| Essential Question | | Do fish Bathe? | | | | | |
| Vocabulary: | | **Abiotic:** Not living or produced by living things.  **Biotic:** Living or produced by living things.  **Competitive Interactions:** When two or more individuals or populations attempt to obtain a single resource.  **Ecosystem:** A system comprising all the biotic and abiotic factors in an area and all the interactions among them.  **Interdependent:** Needed for multiple systems to work together to accomplish various tasks.  **Mutually Beneficial Interactions:** An interaction between organisms or species that is helpful to both.  **Organism:** A self-contained living thing.  **Population:** A group of interacting individuals of the same species located in the same area.  **Predatory Interaction:** The interaction between two animals in which one animal eats the other. | | | | | |
|  | | **MONDAY** | | **TUESDAY**  Inservice | **WEDNESDAY** | **THURSDAY** | **FRIDAY**  **½ Day** |
| Content Objective: | | SW demonstrate evaluation of how patterns of interactions among organisms across multiple ecosystems impact organisms by testing with 70% accuracy, | |  | SW demonstrate analysis of evidence that changes to physical or biological components of an ecosystem affect populations distinguishing differences in the Rouge type 3 writing with 70% accuracy, | SW demonstrate comprehension of evidence that changes to physical or biological components of an ecosystem affect populations with 70 % accuracy | See McWilliams Lesson Plans. |
| Language objective | | SW read/write to answer questions about patterns of interactions among organisms across multiple ecosystems impact organisms using the common assessment with 70% accuracy. | |  | SW speak/listen to make connections among changes to physical or biological components of an ecosystem affect populations using complete sentences with 70%accuracy | 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 | | Review for Common Assessment  Test  Word Search | |  | Rouge Debriefing  Discuss Misconception from Rouge  Panther Hunt Activity | Netflix Video  A plastic Ocean | Social Studies Stock Market Game in the cafeteria |