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| M. Angileri | **6th grade science** | **Lesson Plans : 10-8-18 Cell #4** |
| Bullying |  | Students will identify different roles in bullying incidences, recognize the control they have over their role, explore different techniques for diffusing a bullying situation, discuss various myths about bullying, and understand the impact their actions have in the lives of other students. Students will collaborate with peers to develop skills needed to help protect targets and effectively stop bullies. |
| NGSS Standards | **MS- LS 1-2**S & E practicesCCC | Develop and use a model to describe the function of a cell as a whole and ways parts of a cell contribute to the function.**Developing and Using Models:** Phenomena: Develop and/or use a model to predict and/or describe phenomena.MS-LS 1-2**Structure and Function:** Analysis of Structures: Complex and microscopic structures and systems can be visualized, modeled, and used to describe how their function depends on the shapes, composition, and relationships among its parts; therefore, complex natural and designed structures/systems can be analyzed to determine how they function. |
| Clarification Statement: | Emphasis is on the cell functioning as a whole system and the primary role of identified parts of the cell, specifically the nucleus, chloroplasts, mitochondria, cell membrane, and cell wall. |
| Essential Question | **How are cells like Organisms?****How has our knowledge of cell Theory Changed over time?** |
| Vocabulary: |  |
|  | **MONDAY** | **TUESDAY** | **WEDNESDAY** | **THURSDAY** | **FRIDAY** |
| Content Objective: | SW demonstrate comprehension the roles involved in bullying and the impact the actions have on the lives of students by explaining incidents on a survey with 90 % accuracy. | SW demonstrate Comprehension of contributions of Cell Theory scientists by Summarizing information to create power point slides with 80 % accuracy. | SW demonstrate comprehension the roles involved in bullying and the impact the actions have on the lives of students by explaining incidents on the debriefing form with 90 % accuracy. | SW demonstrate Comprehension of contributions of Cell Theory scientists by Summarizing information to create power point slides with 80 % accuracy. | SW demonstrate comprehension the roles involved in bullying and the impact the actions have on the lives of students by explaining incidents on the debriefing form with 90 % accuracy. |
| Language objective | SW orally make connections among roles involved in bullying and the impact the actions have on the lives of students using complete sentences with 90 % accuracy. | SW describe contributions of Cell Theory scientists by Summarizing information using content specific vocabulary with 80 % accuracy. | SW write to make connections among roles involved in bullying and the impact the actions have on the lives of students using complete sentences with 90 % accuracy. | SW describe contributions of Cell Theory scientists by Summarizing information using content specific vocabulary with 80 % accuracy. | SW write to make connections among roles involved in bullying and the impact the actions have on the lives of students using complete sentences with 90 % accuracy. |
| In class today | Kujat and Bryson: Bully TalkMonday Homework | Review Scopepedia answersCell Theory Project | Watch Bully (45 min)Debrief | Cell Theory ProjectDue Friday | Complete Bully MovieDebrief |
| Learning Target | I can explain aspects of bullying behavior, stand up for myself, victims of bullying and report bullying incidents to the proper adult 90 % of the time. | I can write to describe contributions to cell theory by summarizing information to create power point slides with 80% accuracy. | I can explain aspects of bullying behavior, and the impact the actions have on the lives of students using complete sentences with 90% accuracy. | I can write to describe contributions to cell theory by summarizing information to create power point slides with 80% accuracy. | I can explain aspects of bullying behavior, and the impact the actions have on the lives of students using complete sentences with 90% accuracy. |

1. Assessment Boundary: Assessment of organelle structure/function relationships is limited to the cell wall and cell membrane. 2. Assessment of the function of the other organelles is limited to their relationship to the whole cell. 3. Assessment does not include the biochemical function of cells or cell parts.