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| M. Angileri | **6th grade science** | | **Lesson Plans 11-12-18 Sensory Receptors #1** | | | | |
| NGSS Standards | **MS-LS1-**8  DCI :  **MS-LS1.D.1**  S & E practices  CCC | | **G**ather and synthesize information that sensory receptors respond to stimuli by sending messages to the brain for immediate behavior or storage memories.  **Information processing:** Each sense receptor responds to different inputs (electromagnetic, mechanical, chemical) transmitting them as signals that travel along nerve cells to the brain. The signals are then processed in the brain, resulting in immediate behaviors or memories.  **Obtaining, Evaluating, and communicating information:** Gather, read, and synthesize information from multiple appropriate sources and assess the credibility, accuracy, and possible bias of each publication and methods used, and describe how they are supported or not supported by evidence.  **Cause and Effect:** Cause and effect relationships may be used to predict phenomena in a natural or designed system. | | | | |
| Essential Question | | **H**ow does your body know to produce sweat when you are working out? | | | | | |
| Vocabulary: | | **Behavior:** What a plant or animal does.  **Brain:** organ that serves as the primary control center of the nervous system in all vertebrate and most invertebrate animals  **Electromagnetic Input:** Signals that enter the body in the form of electromagnetic stimuli  **Nerve Cell:** A cell specialized for transmitting fast electrochemical signals  **Chemical Input:** A chemical that enters the body.  **Mechanical Input:** Signals that enter the body through physical touch or vibration.  **Sensory Receptor:** A nerve ending that sends signals to the central nervous system when it is stimulated.  **Stimulus:** An action or condition that provokes a response. | | | | | |
|  | | **MONDAY** | | **TUESDAY** | **WEDNESDAY** | **THURSDAY** | **FRIDAY 1/2 day** |
| Content Objective: | | SW demonstrate analysis of how in multicellular organisms, the body is a system of multiple interacting subsystems by distinguishing the effects of exercise on multiple body systems with 70% accuracy. | | SW demonstrate knowledge of sensory receptors responds to stimuli by sending messages to the brain recognizing types of stimuli during the sorting activity with 70% accuracy. | SW demonstrate comprehension of sensory receptors ability to gather, read, and synthesize information from multiple appropriate sources by interpreting results from the explore activity with 80% accuracy. | SW demonstrate comprehension of sensory receptors ability to gather, read, and synthesize information from multiple appropriate sources by interpreting results from the explore activity with 80% accuracy. | SW demonstrate comprehension of the signals that travel along nerve cells to the brain by summarizing information from the CCV Nervous system with 80% accuracy. |
| Language objective | | SW write to discuss how in multicellular organisms, the body is a system of multiple interacting subsystems by distinguishing the effects of exercise on multiple body systems with 70% accuracy. | | SW listen/speak to discuss sensory receptors responds to stimuli by sending messages to the brain using Sentence starters with 70 % accuracy.  I think\_\_\_\_\_\_ belongs to \_\_\_\_\_\_\_\_ because \_\_\_\_\_\_\_\_ | SW speak/Write to give feedback about sensory receptors ability to gather, read, and synthesize information from multiple appropriate sources using the sentence frames provided in the explore activity with 80% accuracy. | SW speak/Write to give feedback about sensory receptors ability to gather, read, and synthesize information from multiple appropriate sources using the sentence frames provided in the explore activity with 80% accuracy. | Students will listen/write to describe  signals that travel along nerve cells to the brain using sentence frames provided with 80% accuracy. |
| In class today | | Type 3 writing  **What body systems are required to do jumping Jacks for 2 minutes** | | Introduce Essential Question. Discuss  Graphic Organizer  Hook Activity | Explore Activity 1: Traditional Senses  Stemscopes and Linking Literacy | Complete  Explore Activity 1: Traditional Senses  Stemscopes and Linking Literacy | CCV Nervous System |