

Grade 6

Distance Learning Module 6: Week of: May 11th – May 15th
Cell Structure and Function

Grade 6 Science: Modified from Unit # 3 Human Body Movement

Targeted Goals:

All living things are made up of cells, which is the smallest unit that can be said to be alive. An organism may consist of one single cell (unicellular) or many different numbers and types of cells (multicellular).

In multicellular organisms, the body is a system of multiple interacting subsystems. These subsystems are groups of cells that work together to form tissues and organs that are specialized for particular body functions.

Content Knowledge: Cells are the basic unit of life.

Vocabulary: cell, tissue, organ, organ system

Skills: Develop and use a model to describe the function of a cell as a whole and ways the parts of cells contribute to the function.

Expectation: Students will explore cells and consider the pros and cons of lab-grown meat.

Description of Task (s):	Resources and Materials:	Daily Checks (Return to Google Classroom or snapshots from a cell phone)
Monday: First begin by writing a short answer to our anchoring phenomenon, “How does your hand work?” This is to get you thinking and begin considering how we do what we do every day. Next, watch the short video, ‘This is how your brain powers your thoughts.’	This is how your brain powers your thoughts. *Please read Materials you will need for Science Google Doc to help you prepare for future assignments.	Google form, “How does your hand work?”

Description of Task (s):	Resources and Materials:	Daily Checks (Return to Google Classroom or snapshots from a cell phone)
<p>Tuesday: What is a Cell? Watch the short Bill Nye video on what a cell is and add to the KWL chart. You must add one comment minimum to the Know and Want to Know columns. We will revisit the Learned column next week.</p> <p>You may watch the additional videos about cells if you would like to explore more!</p>	<p>Bill Nye, What is a Cell?</p> <p>Additional Videos Levels of Organization</p>	<p>Add to the Google Doc for your class.</p> <p>Bickelhaupt KWL Chart</p> <p>Dielman KWL Chart</p> <p>Kahrimanis KWL Chart</p> <p>Rao KWL Chart</p> <p>Thomas KWL Chart</p>
<p>Wednesday: <i>*Three day activity to be completed by Friday.*</i></p> <p>Lab Grown Meat Videos and Readings. Read the articles and watch the videos about lab grown meat and create a pro and con list about eating lab grown meat.</p> <p>You will use this list to help you write a final argument in a well thought out paragraph for Friday.</p>	<p>Meat Videos:</p> <ul style="list-style-type: none"> • Phenomenon Video • Lab grown meat links • Cattle Farmer Video • Buzzfeed Video: Would You Eat Lab Grown Meat? • The Meat of the Future Video <p>Meat Articles:</p> <ul style="list-style-type: none"> • Article: Lab-Grown Meat Is Healthier. It's Cheaper. It's the Future. • Meat Article: Retail Beef Prices 	<p>Pros and Cons of Lab-Grown Meat Google Doc</p> <p>Lab Grown Meat Google Doc</p> <p>Your teacher will share a doc with you via Classroom Assignments (in Google Classroom). You should fill out the pro and con list on Wednesday and Thursday then complete your final written argument on Friday. Be sure to "Turn It In" after you finish on Friday.</p>
<p>Thursday: Same as Wednesday</p>	<p>Same as Wednesday</p>	<p>Same as Wednesday Teacher will check progress</p>
<p>Friday: Complete your written response and make sure to share your document with your teacher.</p>	<p>Complete your final response.</p>	<p>Complete the Pros and Cons and write up in the Lab Grown Meat Google Doc you started on Wednesday.</p>

Week criteria for success (attach student checklists or rubrics):

- How does your hand work Google Form
- Cell KWL Chart
- Lab Grown Meat Pros and Cons and Written response

Supportive resources and tutorials for the week (plans for re-teaching):

One on one teacher meetings after reading initial notes

What is a cell?

Human Cell

How to make a good pro/con list