

Organization of Life

Subject/Grade Level: Grade 6/ Integrated Science

Title: *Organization of Life*

Competency: *Organ System: Interaction among cells, tissues, organs and systems in maintaining the life of an organism*

KCh Learner Values: **Community – Oriented** (*I belong to a Community*)

Critical Issue: *Taking care of the different systems in the body*

I. Objectives

At the end of the lesson, students will be able to:

1. understand the organization of life;
2. appreciate the beauty of the human body.

II. Essential Understanding

- The human body follows a unique Organization wherein the collection of cells forms into tissues, tissues into organs and organs to form organ systems.

III. Essential Questions

- How is an organ system formed?

IV. Summary of the Episode

Jay's concern for Luisa and her illness serves as springboard to the discussions on cells and the organization of life. To study living things, it is important to examine life at multiple levels of organization. The purpose of this lesson is to show students the organization of the human body. It also prepares students for the latter lessons that deal with the basic structure of all living organisms and the individual systems of the human body.

V. Pre-Viewing (Motivation)

Ask the students to fill out chart below regarding the “pros” and “cons” in taking care of our body.

Chart the “pros” and “cons”

PROS	CONS

VI. Viewing Proper

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“Organization of Life”

VII. Post Viewing

1. Questions (re the episode)

a. What was the program about?

2. Review Questions (re content)

1. What are the levels of organization given in the episode?
2. Cite one level and give an example.

3. Group Work/Activity

Encourage the students to use cells, tissues, organs and organ systems as topics for discussions. Make them be with their group, and choose one topic that they find comfortable to discuss with their group mates.

Make them share their thoughts with the class.

Set time for giving feedback.

VIII. Synthesis and Valuing

To end the session, ask the following:

1. The body's levels of organization consist of cells, tissues, organs and organ systems. What happens when one part fails to function properly?
 2. Our Body is composed of different levels of organization namely cells, tissues, organs and organ systems. How do these part/parts interact with each other?
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It can also be used in:

- Biology
- Social Studies (Civics and History)
- Values Education
- Other subjects discussing conservation of forests and the environment

Organization in an Ecosystem

Subject/Grade Level: *Grade 6/Integrated Science*

Title: *Organization in an Ecosystem*

Competency: *Ecological Systems: Components, kinds and difference from environment*

KCh Learner Values: **Community – Oriented** (*I belong to a Community*)

Critical Issue: *Caring for Endangered Species (both plants and animals)*

IX. Objectives

At the end of the lesson, students will be able to:

- understand how organisms adapt to their environment;

X. Essential Understanding

- Organisms adapt to their environment in order to improve their ability to inhabit the diverse ecosystems around the world.

XI. Essential Question

- Why do organisms need to adapt to their environment?

XII. Summary of the Episode

Which school organization should Jay join? Discussions on this concern and relating them to organization in the ecosystem bind the entire episode. All populations live together and the physical factors with which they interact compose an ecosystem. In this lesson, students examine an ecosystem to learn how the living and non-living parts of an ecosystem interact.

XIII. Pre-Viewing (Motivation)

Invite the students to imagine that you are an advice columnist who has received a letter from a troubled teenager about his/ her problem with the environment. Then, write a response offering suggestions to help him/ her understand and deal with the problem/ challenge. Have them share the advices you'll offer to the rest of the group.

Set time for question and answer portion.

XIV. Viewing Proper

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“Organization in an Ecosystem”

XV. Post Viewing

4. Questions (re the episode)

- a. What was the program about?

5. Review Questions (re content)

- How do organisms adapt to their environment?
- How are the ecosystems related?

6. Group Work/Activity

Ask the students to brainstorm on what they think of our ecosystems/nature nowadays.

- Make a list of these things and share their thoughts to the class.

XVI. Synthesis and Valuing

To end the session, ask the following:

1. How do organisms adapt to their environments?
2. How do organisms interact with their environment?

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Subject/Grade Level: *Grade 6/Integrated Science*

Title: *Organization of Celestial Bodies*

Competency: *Sun-Moon-Earth (Day and Night Cycle)*

KCh Learner Values: **I am Reflective**

Critical Issue: *Space Technology and Advancement of Technology*

XVII. Objectives

At the end of the lesson, students will be able to:

- know the different celestial bodies that are visible to the eye;
- understand the cause and effect of the changes in position of the sun, moon and earth.

XVIII. Essential Understanding

- The relative positions and motions of the Sun, Earth and Moon result in the phases of the moon, eclipses, and the daily and monthly cycles of tides.

XIX. Essential Questions

- How is life on Earth affected by the movement of objects in the solar system?

XX. Summary of the Episode

The purpose of this lesson is to model the orbit of the Moon and Earth around the Sun. It also tackles the phases of the moon and eclipses according to the Earth, Moon and Sun's position.

XXI. Pre-Viewing (Motivation)

Invite the students to pair up and share one thing they feel special about our night skies and the things they see at night. Let them do this for five minutes, and allow them to

share their ideas to another pair for another five minutes; then, make them report their findings to the whole class.

XXII. Viewing Proper

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“Organization of Celestial Bodies”

XXIII. Post Viewing

7. Questions (re the episode)

a. What was the program about?

8. Review Questions (re content)

- If you cannot see the moon even though the night sky is clear and starry, what does this mean?
- Why is there a time difference in different places on Earth?

9. Group Work/Activity

Ask the students to recall what they already know about our **celestial bodies**. Encourage them to suggest other things they could find out about it.

Let them discuss where they should go for more information or who might be able to tell them about it. Give them ten minutes to do this activity.

XXIV. Synthesis and Valuing

To end the session, ask the following:

1. We have two seasons in the Philippines. Which do you prefer, two seasons like what we are experiencing, or four seasons like other countries?

2. Do you believe that people really “go insane” during a full moon? What other traditional beliefs or Filipino folk tales do you know that is related to full moon?
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- Values Education
- Other subjects discussing conservation of forests and the environment