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| MONDAY | April 15th, 2019 | | |
| MS-LS2-3 Develop a model to describe the cycling of matter and flow of energy among living and nonliving parts of an ecosystem. | | | |
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| **Content**  **Objective** | Students will explain how they classify organisms based on how they obtain energy on a graphic organizer using the 3 energy roles. Producer Consumer Decomposer | | |
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| **Language**  **Objective** | Students will orally describe to a partner how they classify organisms based on how they obtain energy on a graphic organizer using the 3 energy roles. Producer Consumer Decomposer | | |
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| **Phenomena** | | **Connecting Vocabulary** | **Connecting Vocabulary** |
| What is matter used for? | | Ecosystem  Energy  Radiant Energy | Consumer  Producer  Decomposer  Autotroph  Heterotroph  Food Web |

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| Tuesday | April 16th, 2019 | | |
| MS-LS2-3 Develop a model to describe the cycling of matter and flow of energy among living and nonliving parts of an ecosystem. | | | |
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| **Content**  **Objective** | Students will create a food chain using their organisms using correct direction of arrows depicting at least 3 levels. | | |
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| **Language**  **Objective** | Students will write to label the organisms and roles of their food chain using accurate energy roles and correct labels. | | |
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| **Phenomena** | | **Connecting Vocabulary** | **Connecting Vocabulary** |
| What is matter used for? | | Ecosystem  Energy  Radiant Energy | Consumer  Producer  Decomposer  Autotroph  Heterotroph  Food Web |

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| Wednesday | April 17th, 2019 | |
| **MS-LS1-6**: The student is expected to construct a scientific explanation based on evidence for the role of photosynthesis in the cycling of matter and flow of energy into and out of organisms. | | |
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| **Content**  **Objective** | Students will design food web using their food chain including all of the organisms and correct direction of arrows. | |
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| **Language**  **Objective** | Students will write to label correct energy roles and organism labels in their food web with at least 80% accuracy. | |
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| **Phenomena** | **Connecting Vocabulary** | **Connecting Vocabulary** |
| What is matter used for? | Ecosystem  Energy  Radiant Energy | Consumer  Producer  Decomposer  Autotroph  Heterotroph  Food Web |

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| Thursday | April 18th, 2019 | | |
| **MS-LS1-6**: The student is expected to construct a scientific explanation based on evidence for the role of photosynthesis in the cycling of matter and flow of energy into and out of organisms. | | | |
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| **Content**  **Objective** | Students will make a claim based on evidence with sound reasoning about how energy flows through an ecosystem with at least 3 pieced of evidence from their food web. | | |
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| **Language**  **Objective** | Students will write to describe how energy flows through an ecosystem in a Type 3 CER format including a claim, 3 pieces of evidence and a reason. | | |
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| **Phenomena** | | **Connecting Vocabulary** | **Connecting Vocabulary** |
| What is matter used for? | | Ecosystem  Energy  Radiant Energy | Consumer  Producer  Decomposer  Autotroph  Heterotroph  Food Web |