|  |  |
| --- | --- |
| 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. |
|  |  |
| **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 |
|  |  |
| **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 |
|  |  |
| **Phenomena** | **Connecting Vocabulary** | **Connecting Vocabulary** |
| What is matter used for? | EcosystemEnergyRadiant Energy | ConsumerProducerDecomposerAutotrophHeterotrophFood Web |

|  |  |
| --- | --- |
| 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. |
|  |  |
| **Content****Objective** | Students will create a food chain using their organisms using correct direction of arrows depicting at least 3 levels.  |
|  |  |
| **Language****Objective** | Students will write to label the organisms and roles of their food chain using accurate energy roles and correct labels.  |
|  |  |
| **Phenomena** | **Connecting Vocabulary** | **Connecting Vocabulary** |
| What is matter used for? | EcosystemEnergyRadiant Energy | ConsumerProducerDecomposerAutotrophHeterotrophFood Web |

|  |  |
| --- | --- |
| 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. |
|  |  |
| **Content****Objective** | Students will design food web using their food chain including all of the organisms and correct direction of arrows.  |
|  |  |
| **Language****Objective** | Students will write to label correct energy roles and organism labels in their food web with at least 80% accuracy.  |
|  |  |
| **Phenomena** | **Connecting Vocabulary** | **Connecting Vocabulary** |
| What is matter used for? | EcosystemEnergyRadiant Energy | ConsumerProducerDecomposerAutotrophHeterotrophFood Web |

|  |  |
| --- | --- |
| 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. |
|  |  |
| **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.  |
|  |  |
| **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. |
|  |  |
| **Phenomena** | **Connecting Vocabulary** | **Connecting Vocabulary** |
| What is matter used for? | EcosystemEnergyRadiant Energy | ConsumerProducerDecomposerAutotrophHeterotrophFood Web |