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| Monday | April 22nd 2019 | | |
| **MS-LS2-1**: The student is expected to analyze and interpret data to provide evidence for the effects of resource availability on organisms and populations of organisms in an ecosystem. | | | |
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| **Content**  **Objective** | I can analyze and interpret data to draw conclusions about interactions between organisms. | | |
|  |  | | |
| **Language**  **Objective** | I can write my conclusions about interactions between organisms using sentence stems after discussion my ideas with my A/B partner. | | |
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| **Phenomena** | | **Connecting Vocabulary** | **Content Vocabulary** |
| What is causing the decrease in polar bear populations? | | Analyze  Patterns  Interpret | Ecosystem  Interdependent  Organism  Population  Interactions  Competition |

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| Tuesday | April 23, 2019 | | |
| **MS-LS2-1**: The student is expected to analyze and interpret data to provide evidence for the effects of resource availability on organisms and populations of organisms in an ecosystem. | | | |
|  |  | | |
| **Content**  **Objective** | I can classify biotic and abiotic factors and identify the links between them using a T-Chart. | | |
|  |  | | |
| **Language**  **Objective** | I can write to describe 1 new biotic and 1 new abiotic factor from a picture using a sentence stem. | | |
|  |  | | |
| **Phenomena** | | **Connecting Vocabulary** | **Content Vocabulary** |
| What is causing the decrease in polar bear populations? | | Analyze  Patterns  Interpret | Ecosystem  Interdependent  Organism  Population  Interactions  Competition |

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| Wednesday | | | April 24 2019 | |
| **MS-LS2-1**: The student is expected to analyze and interpret data to provide evidence for the effects of resource availability on organisms and populations of organisms in an ecosystem. | | | | |
|  | | |  | |
| **Content**  **Objective** | I can classify biotic and abiotic factors and identify the links between them using a T-Chart. | | | |
|  |  | | | |
| **Language**  **Objective** | I can write to describe 1 new biotic and 1 new abiotic factor from a picture using a sentence stem. | | | |
|  |  | | | |
| **Phenomena** | | **Connecting Vocabulary** | | **Content Vocabulary** |
| What is causing the decrease in polar bear populations? | | Analyze  Patterns  Interpret | | Ecosystem  Interdependent  Organism  Population  Interactions  Competition |

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| Thursday | | | April 25 2019 | |
| **MS-LS2-1**: The student is expected to analyze and interpret data to provide evidence for the effects of resource availability on organisms and populations of organisms in an ecosystem. | | | | |
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| **Content**  **Objective** | I can classify biotic and abiotic factors and identify the links between them using a T-Chart. | | | |
|  |  | | | |
| **Language**  **Objective** | I can write to describe 1 new biotic and 1 new abiotic factor from a picture using a sentence stem. | | | |
|  |  | | | |
| **Phenomena** | | **Connecting Vocabulary** | | **Content Vocabulary** |
| What is causing the decrease in polar bear populations? | | Analyze  Patterns  Interpret | | Ecosystem  Interdependent  Organism  Population  Interactions  Competition |

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| Friday | | April 26 2019 | | |
| **MS-LS2-1**: The student is expected to analyze and interpret data to provide evidence for the effects of resource availability on organisms and populations of organisms in an ecosystem. | | | | |
|  | |  | | |
| **Content**  **Objective** | I can classify biotic and abiotic factors and identify the links between them using a T-Chart. | | | |
|  |  | | | |
| **Language**  **Objective** | I can write to describe 1 new biotic and 1 new abiotic factor from a picture using a sentence stem. | | | |
|  |  | | | |
| **Phenomena** | | | **Connecting Vocabulary** | **Content Vocabulary** |
| What is causing the decrease in polar bear populations? | | | Analyze  Patterns  Interpret | Ecosystem  Interdependent  Organism  Population  Interactions  Competition |