|  |  |
| --- | --- |
| 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. |
|  |  |
| **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. |
|  |  |
| **Phenomena** | **Connecting Vocabulary** | **Content Vocabulary** |
| What is causing the decrease in polar bear populations? | AnalyzePatternsInterpret | EcosystemInterdependentOrganismPopulationInteractionsCompetition |

|  |  |
| --- | --- |
| 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? | AnalyzePatternsInterpret | EcosystemInterdependentOrganismPopulationInteractionsCompetition |

|  |  |
| --- | --- |
| 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? | AnalyzePatternsInterpret | EcosystemInterdependentOrganismPopulationInteractionsCompetition |

|  |  |
| --- | --- |
| 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. |
|  |  |
| **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? | AnalyzePatternsInterpret | EcosystemInterdependentOrganismPopulationInteractionsCompetition |

|  |  |
| --- | --- |
| 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? | AnalyzePatternsInterpret | EcosystemInterdependentOrganismPopulationInteractionsCompetition |