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| MONDAY | November 12th, 2018 | | |
| **MS-LS1-3:** Use argument supported by evidence for how the body is a system of interacting subsystems composed of groups of cells. | | | |
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| **Content**  **Objective** | Students will investigate the jumping jack challenge and collect data to investigate how systems work together as observed by teacher. | | |
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| **Language**  **Objective** | Students will write to describe their data in a graphic organizer recording accurate details and observations as observed by teacher. | | |
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| **Phenomena** | | **Connecting Vocabulary** | **Connecting Vocabulary** |
| What body systems are required to successfully run a mile? | | Skeletal  Integumentary  Respiratory  Digestive  Circulatory  Muscular | Subsystems  Organs  Tissues  Cells |
|  | | | |

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| TUESDAY | November 13th, 2018 | | |
| **MS-LS1-3:** Use argument supported by evidence for how the body is a system of interacting subsystems composed of groups of cells. | | | |
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| **Content**  **Objective** | Students will analyze JJ Challenge data to make a claim based on evidence that subsystems interact as observed by teacher. | | |
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| **Language**  **Objective** | Students will analyze JJ Challenge data to make a claim based on evidence that subsystems interact using the type 3 format. | | |
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| **Phenomena** | | **Connecting Vocabulary** | **Connecting Vocabulary** |
| What body systems are required to successfully run a mile? | | Skeletal  Integumentary  Respiratory  Digestive  Circulatory  Muscular | Subsystems  Organs  Tissues  Cells  Vacuole |
| FCA Claim Topic Sentence  FCA Evidence  FCA Complete Sentences | | | |

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| Wednesday | November 14th, 2018 | | |
| **MS-LS1-3:** Use argument supported by evidence for how the body is a system of interacting subsystems composed of groups of cells. | | | |
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| **Content**  **Objective** | Students will assess prior knowledge by sorting pictures and filling out sentence stems. All answers will be accepted at this stage. | | |
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| **Language**  **Objective** | Students will asses prior knowledge by sorting pictures and speaking to describe the order of the pictures. All answers will be accepted. | | |
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| **Phenomena** | | **Connecting Vocabulary** | **Connecting Vocabulary** |
| What body systems are required to successfully run a mile? | | Skeletal  Integumentary  Respiratory  Digestive  Circulatory  Muscular | Subsystems  Organs  Tissues  Cells |

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| Thursday | November 15th, 2018 | | |
| **MS-LS1-3:** Use argument supported by evidence for how the body is a system of interacting subsystems composed of groups of cells. | | | |
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| **Content**  **Objective** | Students will model levels of organization using connecting cubes and describe their representations. | | |
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| **Language**  **Objective** | Students will write to describe comparisons between their cubes and a house versus a body system. | | |
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| **Phenomena** | | **Connecting Vocabulary** | **Connecting Vocabulary** |
| What body systems are required to successfully run a mile? | | Skeletal  Integumentary  Respiratory  Digestive  Circulatory  Muscular | Subsystems  Organs  Tissues  Cells  Vacuole |

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| Friday | November 16th 2018  Half Day | | |
| MS-LS1-2 Develop and use a model to describe the function of a cell as a whole and ways parts of cells contribute to the function. | | | |
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| **Content**  **Objective** | Students will review key terms using the vocabulary game. | | |
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| **Language**  **Objective** | Students will speak to give clues for key terms using the vocabulary review game. | | |
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| **Phenomena** | | **Connecting Vocabulary** | **Connecting Vocabulary** |
| What body systems are required to successfully run a mile? | | Skeletal  Integumentary  Respiratory  Digestive  Circulatory  Muscular | Subsystems  Organs  Tissues  Cells  Vacuole |