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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?  | SkeletalIntegumentaryRespiratoryDigestiveCirculatoryMuscular | SubsystemsOrgansTissuesCells |
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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?  | SkeletalIntegumentaryRespiratoryDigestiveCirculatoryMuscular | SubsystemsOrgansTissuesCellsVacuole |
| FCA Claim Topic SentenceFCA EvidenceFCA 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?  | SkeletalIntegumentaryRespiratoryDigestiveCirculatoryMuscular | SubsystemsOrgansTissuesCells |

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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?  | SkeletalIntegumentaryRespiratoryDigestiveCirculatoryMuscular | SubsystemsOrgansTissuesCellsVacuole |

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| Friday  | November 16th 2018Half 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?  | SkeletalIntegumentaryRespiratoryDigestiveCirculatoryMuscular | SubsystemsOrgansTissuesCellsVacuole |