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| MONDAY | November 5th, 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** | Guest Teacher  |
|  |  |
| **Language****Objective** | Guest Teacher  |
|  |  |
| **Phenomena** | **Connecting Vocabulary** | **Connecting Vocabulary** |
| What body systems are required to successfully run a mile?  | SkeletalIntegumentaryRespiratoryDigestiveCirculatoryMuscular | SubsystemsOrgansTissuesCells |
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| TUESDAY  | November 6th, 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** | No School  |
|  |  |
| **Language****Objective** | No School  |
|  |  |
| **Phenomena** | **Connecting Vocabulary** | **Connecting Vocabulary** |
| What body systems are required to successfully run a mile?  | SkeletalIntegumentaryRespiratoryDigestiveCirculatoryMuscular | SubsystemsOrgansTissuesCellsVacuole |

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| Wednesday | November 7th, 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 8th, 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 9th 2018 |
| 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 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 | SubsystemsOrgansTissuesCellsVacuole |