

<p>3/23</p> <p><b>Investigating a Biome</b></p> <p>Key Concept:</p> <ul style="list-style-type: none"> <li>• A system is a set of interacting parts, forming a complex whole.</li> </ul>	<p>3/24</p> <p><b>Sunlight and life.</b></p> <p>Students use Active Reading to engage with <i>Sunlight and Life</i>, a set of articles about several different ecosystems and the essential role that producers play.</p>	<p>3/25</p> <p><b>How energy storage molecules are made.</b></p> <p>Students look for similarities and differences as they explore some familiar energy storage molecules.</p>	<p>3/26</p> <p><b>Photosynthesis in the ecosystem.</b></p> <p>Using the Modeling Tool, students depict claims about where energy storage molecules come from before they shift to thinking about factors that can alter the quantity of energy storage molecules in an ecosystem.</p>	<p>3/27</p> <p><b>Examining data from a biodome.</b></p> <p>Using evidence and reasoning, students construct an explanation for the Econauts about the decrease in energy storage molecules in the biodome.</p>
<p>3/30</p> <p><b>Carbon dioxide in ecosystems</b></p> <p>Students start the new chapter by beginning to think about how carbon dioxide gets into the air. They make initial claims about why carbon dioxide in the biodome started to decrease.</p>	<p>3/31</p> <p><b>How carbon dioxide enters the air</b></p> <p>Having learned that all the organisms in an ecosystem give off carbon dioxide, students investigate how this actually happens, confirming that carbon dioxide is one product of cellular respiration.</p>	<p>4/1</p> <p><b>An explanation for the econauts</b></p> <p>students apply what they have learned about cellular respiration to the problem in the biodome. After receiving data from the biodome suggesting that a decrease in decomposers caused the decrease in carbon dioxide, students use the Sim to test this claim.</p>	<p>4/2</p> <p><b>CJA</b></p> <p>Students complete a Critical Juncture Assessment (CJ) consisting of 12 multiple-choice questions and 2 written-response questions.</p>	<p><b>4/3 Investigating Econauts' Claims</b></p> <p>This differentiated lesson is designed to provide students with a targeted review and exploration of key concepts and ideas.</p>

<p>4/6  <b>Carbon in the global ecosystems.</b>  Key Concept:</p> <p>Earth is a closed system, so the amount of carbon stays relatively constant over time.</p> <p>Dead matter that has been buried deep underground for a long time may form fossil fuels, which can be burned to power things people need.</p>	<p>4/7  <b>Total Carbon in Ecosystem</b>  Students read part of “Carbon in the Global Ecosystem” to better understand that the relative amounts of carbon in abiotic and biotic matter constantly change as carbon moves through an ecosystem.</p>	<p>4/8  <b>Looking for the missing carbon</b>  Students continue to investigate the biodome collapse. They use the Sim to trace which part of the ecosystem might have the missing carbon. After discovering the carbon is in dead matter—it’s stuck there and can’t be released without decomposers—students use records from the biodome to look for clues about why the number of decomposers diminished so drastically.</p>	<p>No school</p>	<p><b>No school</b></p>
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