Learning Targets / Success Criteria: Unit: Metabolism   Data Team: 7th Science

Priority Standard:	**MS-LS1-7 From Molecules to Organisms: Structures and Processes** Develop a model to describe how food is rearranged through chemical reactions forming new molecules that support growth and/or release energy as this matter moves through an organism. Supporting standard: **MS-LS1-3 From Molecules to Organisms: Structures and Processes** Use argument supported by evidence for how the body is a system of interacting subsystems composed of groups of cells
Overarching Skills:	Use models to communicate scientific information Provide quality feedback focused on the goal of the model Analyze and apply feedback to improve the clarity of the model Food is rearranged through complex chemical reactions in the digestive system
WALT:	We are learning to communicate scientific concept s with models
Success Criteria:	I can develop a model (2D or 3D) to show my thinking I can develop a model to show scientific thinking. I can develop a model that communicates scientific information and concepts I can develop a model that communicates the cause and effect relationship of a scientific concept I can develop a model that uses labels and/or measurements to communicate the cause and effect relationship of a scientific concept
WALT:	We are learning to gather and analyze feedback to increase the clarity of our models
Success Criteria:	I can seek feedback on the clarity of my model I can analyze feedback on the clarity of my model I can analyze feedback on the clarity of my model to make decisions about necessary improvements to my model I can gather and use feedback to improve my model to increase its clarity
WALT:	We are learning how food is rearranged through complex chemical reactions in the digestive system
Success Criteria:	I can explain the route food takes from mouth to anus I can identify the nutrients found in food: carbohydrates, proteins, fats, vitamins, minerals

	I can label a model of the digestive system accurately I can explain where food is broken down into nutrients and how it gets to my body cells I can explain that the body uses glucose and oxygen to make energy for the cells.
WALT:	We are learning that body systems work together to make the body function.
Success Criteria:	I can connect 3 body systems and explain how they work together to allow me to do specific tasks. I can create a model to show my understanding of the 3 body systems working together.
WALT:	We are learning how body systems across species exhibit similar patterns.
Success Criteria:	I can identify similarities of two (or more) species' body systems. I can identify differences between two (or more) species' body systems. I can identify patterns in body systems that comparable species share. I can express my understanding of these patterns in an argument that is supported with evidence.