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| **Course: 7th grade Life Science** | | |
| **Unit: Cell Processes** | | |
| **Standard(s): SC.8.L.18.1 (Photosynthesis), SC.8.L.18.2 (Cellular Respiration), SC.7.L.16.3 (Mitosis),  SC.7.N.3.2 (Models) Related Standards (Preview): SC.7.P.11.2 (Energy transformation), SC.8.P.8.5 (Elements and compounds)** | | |
| **4.0** | **In addition to Score 3.0, in-depth inferences and applications that go beyond instruction to the standard**  **The student will:**   * Create a visual presentation which shows the interrelated nature of photosynthesis and cellular reproduction * Create a closed system and use technology (Vernier probes) to collect data as evidence of photosynthesis and cellular respiration   **No major errors or omissions regarding the score 4.0 content** | |
|  | **3.5** | In addition to score 3.0 performance, in-depth inferences and applications with partial success |
| Learning  Goal | **The student will**: investigate the processes of photosynthesis, cellular respiration, and mitosis and describe their significance to organisms in maintaining homeostasis.   * Describe the process of photosynthesis using the terms: light, carbon dioxide, water, glucose, and oxygen (L.18.1, N.3.2) * Describe the process of cellular respiration using the terms: carbon dioxide, water, glucose, oxygen, and energy (L.18.2, N.3.2) * Explain the significance of photosynthesis and cellular respiration (L.18.1, L.18.2) * Identify which organelles are involved in the processes of photosynthesis and cellular respiration (L.18.1, L.18.2) * Describe the general processes of asexual reproduction requiring mitosis (L.16.3, N.3.2) * Explain how each of the cellular processes contribute to maintaining homeostasis (L.18.1, L.18.2, L.16.3)   **No major errors or omissions regarding the score 3.0 content (simple or complex)** | |
| **3.0** |
|  | **2.5** | No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content |
| **2.0** | **The student recognizes and describes specific terminology such as:**   |  |  |  | | --- | --- | --- | | * Photosynthesis | * Cellular respiration | * Chlorophyll | | * Carbon dioxide | * Mitosis | * Glucose (Sugar) | | * Oxygen | * Asexual reproduction * Sexual Reproduction | * Homeostasis |   **The student will:**   * Recognize that photosynthesis is the process plants use to make their own food (glucose) * Recognize that food is used to produce energy   **No major errors or omissions regarding the simpler details and processes but major errors or omissions regarding the more complex ideas and processes** | |
|  | **1.5** | Partial knowledge of the score 2.0 content, but major errors or omissions regarding score 3.0 content |
| **1.0** | With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes. | |
|  | **0.5** | With help, a partial understanding of the score 2.0 content, but not the score 3.0 content |
| **0.0** | Even with help, no understanding or skill demonstrated | |

**Student Progress Chart**

Keeping Track of My Learning

**Name:** \_ **Period:**

**Unit:**

**Learning Goal:** \_

My rating at the beginning is . My goal is to be able to rate myself at a level .

Specific things I am going to do to improve:

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| **My Rating at the Beginning, Middle,**  **and End of the Unit**   |  |  |  |  | | --- | --- | --- | --- | | 4 |  |  |  | |  |  |  | |  | |  |  |  |  | | 3 | |  |  |  | |  | |  |  |  |  | | 2 | |  |  |  | |  | |  |  |  |  | | 1 | |  |  |  | |  | |  |  |  |  | | 0 | | Beginning | Middle | End |   Using the scale provided in class, fill in the bar graph based on your score at the beginning, middle, and end of the unit. | **Assessment Data**   |  |  |  | | --- | --- | --- | | Pre-Test Score | Post-Test Score | Change in Score + or - | |  |  |  |   My strengths in this unit are \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  My weaknesses in this unit are \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  My academic goals for the next unit are \_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |