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CW Middle School
Science 7 C

1. **Bacteria and Viruses**   (25.00%)

Learning Targets

1.1 **I can profile a bacterium describing its structure, size, energy requirements, movement and reproduction.**

Learning Target	Descriptor	Definition
4	Proficient	I can profile a bacterium describing its structure, size, energy requirements, movement and reproduction.
3	Developing	I can create a model of a typical bacterial cell and explain the adaptive advantage of an endospore.
2	Basic	I can differentiate between beneficial and harmful bacteria.
1	Minimal	I can define vocabulary related to microbiology.
0	No Evidence	No evidence shown.

1.2 **I can justify how a virus causes a disease and communicate how viral diseases are prevented and treated.**

Learning Target	Descriptor	Definition
4	Proficient	I can justify how a virus causes a disease and communicate how viral diseases are prevented and treated.
3	Developing	I can illustrate how a virus causes disease.
2	Basic	I can outline how a virus replicates.
1	Minimal	I can define vocabulary related to virology and state diseases that are caused by viruses.
0	No Evidence	No evidence shown.

2. **Survey of Kingdoms-Protists and Fungi**   (25.00%)

Learning Targets

2.1 **I can describe and illustrate how protists are categorized by identifying general characteristics, by identifying major types and by illustrating a representative specimen for each of the three different groups of protists.**

Learning Target	Descriptor	Definition
4	Proficient	I can describe and illustrate how protists are categorized by identifying general characteristics, by identifying major types and by illustrating a representative specimen for each of the three different groups of protists.
3	Developing	I can identify and summarize the importance of algae, protozoans, and funguslike protists.
2	Basic	I can distinguish protist type by major protist group.
1	Minimal	I can define vocabulary related to protists.

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Learning Target	Descriptor	Definition
0	No Evidence	No evidence shown.

2.2 I can defend how science is used to solve real world problems by identifying the problem, identifying the variables, identifying the hypotheses, comparing the different experimental designs and predicting future applications for a case study.

Learning Target	Descriptor	Definition
4	Proficient	I can defend how science is used to solve real world problems by identifying the problem, identifying the variables, identifying the hypotheses, comparing the different experimental designs and predicting future applications for a case study.
3	Developing	I can outline by using an example how the scientific method could be used to solve a problem.
2	Basic	I can list the steps and explain the steps of the scientific method.
1	Minimal	I can define vocabulary related to scientific inquiry.
0	No Evidence	No evidence shown.

2.3 I can relate the importance of fungi to society.

Learning Target	Descriptor	Definition
4	Proficient	I can relate the importance of fungi to society.
3	Developing	I can justify how the major groups of fungi are classified.
2	Basic	I can sketch and identify the major structural parts of a fungi.
1	Minimal	I can define vocabulary related to mycology.
0	No Evidence	No evidence shown.

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3. **Survey of Kingdoms – Plants**   (25.00%)

Learning Targets

3.1   I can create a foldable summarizing plant diversity, discussing characteristics common to all plants, comparing and contrasting vascular seedless plants to nonvascular seedless plants, comparing and contrasting gymnosperms and angiosperms.

Learning Target	Descriptor	Definition
4	Proficient	I can create a foldable summarizing plant diversity, discussing characteristics common to all plants, comparing and contrasting vascular seedless plants to nonvascular seedless plants, comparing and contrasting gymnosperms and angiosperms.
3	Developing	I can classify the major groups of plants and justify how they are grouped.
2	Basic	I can create a sketch to illustrate and define the functions for a typical plant structures.
1	Minimal	I can define vocabulary related to plant diversity.
0	No Evidence	No evidence shown.

3.2   I can predict the response of plants to environmental and chemical stimuli.

Learning Target	Descriptor	Definition
4	Proficient	I can predict the response of plants to environmental and chemical stimuli.
3	Developing	I can summarize how the knowledge of plant responses to stimuli is exploited by humans.
2	Basic	I can make a chart or table that records the types of plant stimuli.
1	Minimal	I can define vocabulary related to plant responses.
0	No Evidence	No evidence shown.

3.3   I can compare reproduction in seedless plants, flowerless seedless plants and flowering seed plants.

Learning Target	Descriptor	Definition
4	Proficient	I can compare reproduction in seedless plants, flowerless seedless plants and flowering seed plants.
3	Developing	I can create a chart to summarize alternation of generations.
2	Basic	I can identify the basic structure and function of a typical flower.
1	Minimal	I can define vocabulary related to plant reproduction.
0	No Evidence	No evidence shown.

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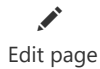
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4. Characteristic organism behaviors and structures: Animals (25.00%)

Learning Targets

4.1 I can create a dichotomous key for identifying an animal from the nine major phyla using characteristics that all animals show.

Learning Target	Descriptor	Definition
4	Proficient	I can create a dichotomous key for identifying an animal from the nine major phyla using characteristics that all animals show.
3	Developing	I can outline and justify and what is used to classify animals into their major phyla.
2	Basic	I can list and give examples of the nine major animal phyla.
1	Minimal	I can define vocabulary related to animal diversity.
0	No Evidence	No evidence shown.

4.2 I can characterize learned behaviors and innate behaviors showing how these behaviors maintain homeostasis.

Learning Target	Descriptor	Definition
4	Proficient	I can characterize learned behaviors and innate behaviors showing how these behaviors maintain homeostasis.
3	Developing	I can choose an animal's unique behavior and defend how the behavior maintains homeostasis.
2	Basic	I can defend how an animal's response to stimuli maintains homeostasis.
1	Minimal	I can define vocabulary related to animal behavior.
0	No Evidence	No evidence shown.

4.3 I can outline animal reproduction and development by identifying the reproductive organs, by differentiating between sexual and asexual reproduction, by explaining fertilization and by summarizing animal development. I can ...

Learning Target	Descriptor	Definition
4	Proficient	I can outline animal reproduction and development by identifying the reproductive organs, by differentiating between sexual and asexual reproduction, by explaining fertilization and by summarizing animal development. I can ...
3	Developing	I can outline external development, internal development and metamorphosis
2	Basic	I can compare and contrast internal and external reproduction.
1	Minimal	I can define vocabulary related to animal reproduction and development.

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Learning Target	Descriptor	Definition
0	No Evidence	No evidence shown.

Submitted on 2/13/2019 by