✏️
Edit page

CW High School
Biology I A

1. **The Science of Biology (30.00%)**

Learning Targets

1.1 I can design a scientific experiment that includes a control group, experimental group, constants, independent variable and dependent variable.

Learning Target	Descriptor	Definition
4	Proficient	I can design a scientific experiment that includes a control group, experimental group, constants, independent variable and dependent variable.
3	Developing	I can make predictions based on the evidence provided from a scientific experiment.
2	Basic	I can interpret data from a scientific experiment.
1	Minimal	I can identify the parts of a scientific experiment.
0	No Evidence	No evidence shown.

1.2 I can communicate data and information from a scientific experiment in a concise way.

Learning Target	Descriptor	Definition
4	Proficient	I can communicate data and information from a scientific experiment in a concise way.
3	Developing	I can create and interpret data in lab report form.
2	Basic	I can explain the sequence of events used in an experiment specifically enough that it is reproducible.
1	Minimal	I can layout a template for communication in science.
0	No Evidence	No evidence shown.

2. **The Chemistry of Life (30.00%)**

Learning Targets

2.1 I can diagram a water molecule and the bonds that occur in water.

Learning Target	Descriptor	Definition
4	Proficient	I can diagram a water molecule and the bonds that occur in water.
3	Developing	I can summarize the relationship between chemical bonds and the physical representation of water.
2	Basic	I can understand the relationship between chemical bonds and the physical representation of water.
1	Minimal	I can define vocabulary associated with the molecular structure of water.
0	No Evidence	No evidence shown.

2.2 I can analyze the importance of the physical properties of water.

✏️
Edit page

Learning Target	Descriptor	Definition
4	Proficient	I can analyze the importance of the physical properties of water.
3	Developing	I can internalize the importance of the physical properties of water.
2	Basic	I can experiment with the physical properties of water.
1	Minimal	I can define vocabulary associated with the physical properties of water.
0	No Evidence	No evidence shown.

2.3 I can compare and contrast the four groups of macromolecules.

Learning Target	Descriptor	Definition
4	Proficient	I can compare and contrast the four groups of macromolecules.
3	Developing	I can model the four groups of macromolecules.
2	Basic	I can research & relate the importance of macromolecules to biological functions.
1	Minimal	I can define vocabulary associated macromolecules
0	No Evidence	No evidence shown.

2.4 I can research and present information on a specific enzyme associated with the human body.

Learning Target	Descriptor	Definition
4	Proficient	I can research and present information on a specific enzyme associated with the human body.
3	Developing	I can analyze a graph of the activation of an enzyme.
2	Basic	I can explain how an enzymes form follows function.
1	Minimal	I can define vocabulary associated with enzymes.
0	No Evidence	No evidence shown.

3. Cell Structure and Function (30.00%)

Learning Targets

3.1 I can defend how technology has affected the timeline of the cell theory.

Learning Target	Descriptor	Definition
4	Proficient	I can defend how technology has affected the timeline of the cell theory.
3	Developing	I can use the cell theory to tell the difference between living and non-living things.
2	Basic	I can recognize pioneers of the cell theory.

✏️
Edit page

CW High School
Biology I A

Learning Target	Descriptor	Definition
1	Minimal	I can identify the parts of the cell theory.
0	No Evidence	No evidence shown.

3.2 I can compare and contrast prokaryotic and eukaryotic cells.

Learning Target	Descriptor	Definition
4	Proficient	I can compare and contrast prokaryotic and eukaryotic cells.
3	Developing	I can categorize prokaryotic and eukaryotic cells.
2	Basic	I can determine the differences between prokaryotic and eukaryotic cells.
1	Minimal	I can define vocabulary associated with cell types.
0	No Evidence	No evidence shown.

3.3 I can create a model that shows understanding of basic cell structure.

Learning Target	Descriptor	Definition
4	Proficient	I can create a model that shows understanding of basic cell structure.
3	Developing	I can communicate the importance of each part of the cell and how they work together.
2	Basic	I can determine the function of organelles within a cell.
1	Minimal	I can define vocabulary associated with cell structure.
0	No Evidence	No evidence shown.

3.4 I can defend the importance and basis of diffusion and osmosis.

Learning Target	Descriptor	Definition
4	Proficient	I can defend the importance and basis of diffusion and osmosis.
3	Developing	I can run an experiment that highlights diffusion vs. osmosis.
2	Basic	I can determine the difference and importance of diffusion vs. osmosis.
1	Minimal	I can define vocabulary associated with diffusion and osmosis.
0	No Evidence	No evidence shown.

3.5 I can classify forms of transport within a cell.

✎
Edit page

CW High School
Biology I A

Learning Target	Descriptor	Definition
4	Proficient	I can classify forms of transport within a cell.
3	Developing	I can recognize types of cellular transport and their importance.
2	Basic	I can determine the difference between active and passive transport.
1	Minimal	I can define vocabulary associated with cellular transport.
0	No Evidence	No evidence shown.

✏️
Edit page

CW High School
Biology I A

4. **English Learning Target (10.00%)**

Learning Targets

4.1 I can read to identify and explain the central idea of a topic-specific text while also determining supporting details used and summarizing information accurately.

Learning Target	Descriptor	Definition
4	Proficient	I can read to identify and explain the central idea of a topic-specific text while also determining supporting details used and summarizing information accurately.
3	Developing	I can read to identify and explain the central idea of a topic-specific text while also determining supporting details used
2	Basic	I can read to identify the central idea of a topic-specific text while also determining supporting details used.
1	Minimal	I can read to identify the central idea of a topic-specific text
0	No Evidence	No evidence shown.

4.2 I can produce clear and coherent writing, with sound conventions and mechanics, in which the development, organization, and style are appropriate to the task.

Learning Target	Descriptor	Definition
4	Proficient	I can produce clear and coherent writing, with sound conventions and mechanics, in which the development, organization, and style are appropriate to the task.
3	Developing	I can produce coherent writing, with minimal errors in conventions and mechanics, in which the development and organization are appropriate to the task.
2	Basic	I can produce coherent writing, with few errors in conventions and mechanics, with evident organization and appropriate to the task.
1	Minimal	I can produce coherent writing appropriate to the task.
0	No Evidence	No evidence shown.

Submitted on 8/2/2022 by