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CW High School
Biology II B

1. **Arthropoda (14.00%)**

Learning Targets

1.1 **I can defend the phylogenetic relationships between the five major subphyla of arthropods.**

Learning Target	Descriptor	Definition
4	Proficient	I can defend the phylogenetic relationships between the five major subphyla of arthropods.
3	Developing	I can categorize species of arthropods based on adaptations and unique characteristics.
2	Basic	I can summarize the physical characteristics of arthropods
1	Minimal	I can identify vocabulary related to arthropods.
0	No Evidence	No evidence shown.

1.2 **I can defend the adaptations that make insects an evolutionarily successful class.**

Learning Target	Descriptor	Definition
4	Proficient	I can defend the adaptations that make insects an evolutionarily successful class.
3	Developing	I can research the adaptations that make insects an evolutionarily successful class.
2	Basic	I can list many adaptations that make insects an evolutionarily successful class.
1	Minimal	I can recognize many adaptations that make insects an evolutionarily successful class.
0	No Evidence	No evidence shown.

2. **Echinoderms (15.00%)**

Learning Targets

2.1 **I can model the water-vascular system and other body systems of echinoderms.**

Learning Target	Descriptor	Definition
4	Proficient	I can model the water-vascular system and other body systems of echinoderms.
3	Developing	I can distinguish between characteristics of different classes of echinoderms
2	Basic	I can summarize the body plan of echinoderms.
1	Minimal	I can identify vocabulary related to echinoderms.
0	No Evidence	No evidence shown.

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3. **Vertebrate Chordates** (15.00%)

Learning Targets

3.1 **I can create a tool for summarizing bony fishes external and internal anatomy relating it to its specific function.**

Learning Target	Descriptor	Definition
4	Proficient	I can create a tool for summarizing bony fishes external and internal anatomy relating it to its specific function.
3	Developing	I can design a tool for summarizing bony fishes external and internal anatomy relating it to its specific function.
2	Basic	I can follow a specific set of steps to successfully dissect a bony fish.
1	Minimal	I can define the internal and external anatomy of a bony fish discuss how form follows function.
0	No Evidence	No evidence shown.

3.2 **I can conclude and document how the internal and external structure of a rat relates to function through comparative anatomy.**

Learning Target	Descriptor	Definition
4	Proficient	I can conclude and document how the internal and external structure of a rat relates to function through comparative anatomy.
3	Developing	I can describe how the characteristics of mammals enable them to adapt to most habitats.
2	Basic	I can examine a variety of mammalian characteristics
1	Minimal	I can identify vocabulary related to mammals
0	No Evidence	No evidence shown.

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4. **Microbiology** (1.00%)

Learning Targets

4.1 **I can culture bacteria in a lab setting.**

Learning Target	Descriptor	Definition
4	Proficient	I can culture bacteria in a lab setting.
3	Developing	I can practice aseptic technique in the lab.
2	Basic	I can identify different groups of bacteria based on common identification systems.
1	Minimal	I can define terminology associated with bacteria and its structure.
0	No Evidence	No evidence shown.

4.2 **I can demonstrate understanding of antibiotic resistance.**

Learning Target	Descriptor	Definition
4	Proficient	I can demonstrate understanding of antibiotic resistance.
3	Developing	I can practice aseptic technique in the lab.
2	Basic	I can explain how a bacterial population can develop resistance to antibiotics.
1	Minimal	I can identify reasons for recent increases in the numbers of certain bacterial infectious diseases.
0	No Evidence	No evidence shown.

4.3 **I can research viral infections including their effects on the body and treatment.**

Learning Target	Descriptor	Definition
4	Proficient	I can research viral infections including their effects on the body and treatment.
3	Developing	I can contrast the effectiveness of vaccination, vector control, and drug therapy in fighting viruses.
2	Basic	I can compare the lytic and lysogenic cycles of virus replication.
1	Minimal	I can define terminology associated with viruses and their structure.
0	No Evidence	No evidence shown.

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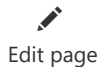
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5. **Research & Writing in Science (25.00%)**

Learning Targets

5.1 **I can create an annotated bibliography that includes peer-reviewed sources.**

Learning Target	Descriptor	Definition
4	Proficient	I can create an annotated bibliography that includes peer-reviewed sources.
3	Developing	I can research credible scientific sources and peer-reviewed literature relevant to a chosen topic.
2	Basic	I can document multiple sources on a controversial topic.
1	Minimal	I can identify controversial topics in science.
0	No Evidence	No evidence shown.

5.2 **I can develop a thesis statement that supports a position in totality.**

Learning Target	Descriptor	Definition
4	Proficient	I can develop a thesis statement that supports a position in totality.
3	Developing	I can outline information into two opposing sides.
2	Basic	I can identify a thesis statement in scientific writing.
1	Minimal	I can identify the counter argument and argument within a controversial topic in science.
0	No Evidence	No evidence shown.

5.3 **I can communicate information clearly and logically while modeling assigned expectations for writing in the biological sciences.**

Learning Target	Descriptor	Definition
4	Proficient	I can communicate information clearly and logically while modeling assigned expectations for writing in the biological sciences.
3	Developing	I can summarize research findings in my own words.
2	Basic	I can insert appropriate in-text citation to avoid plagiarism.
1	Minimal	I can cite peer-reviewed science literature sources using APA formatting.
0	No Evidence	No evidence shown.

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6. **Animal Behavior   (30.00%)**

Learning Targets

6.1 **I can create and implement an animal behavioral study focused on proper scientific design practices.**

Learning Target	Descriptor	Definition
4	Proficient	I can create and implement an animal behavioral study focused on proper scientific design practices.
3	Developing	I can create a lab report for an animal behavior study.
2	Basic	I can research animal behavior studies and create a plan for a novel study.
1	Minimal	I can identify vocabulary related to animal behavior
0	No Evidence	No evidence shown.

Submitted on 10/27/2021 by Sara Gregorich