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CW High School
Environmental Science B

1. **Ecosystems and Energy Flow (33.34%)**

Learning Targets

1.1 **I can analyze the impacts of altering different components in an ecosystem.**

Learning Target	Descriptor	Definition
4	Proficient	I can analyze the impacts of altering different components in an ecosystem.
3	Developing	I can explain the necessity of different components in an ecosystem.
2	Basic	I can describe a niche and identify examples in ecosystems
1	Minimal	I can identify the different levels of organization that build up to an ecosystem.
0	No Evidence	No evidence shown.

1.2 **I can construct a food web illustrating the flow of energy and describing relationships for a local aquatic ecosystem.**

Learning Target	Descriptor	Definition
4	Proficient	I can construct a food web illustrating the flow of energy and describing relationships for a local aquatic ecosystem.
3	Developing	I can explain the life cycles and feeding habits of various macro invertebrates identified in my local waterway.
2	Basic	I can decipher between producers, primary, secondary, and tertiary consumers.
1	Minimal	I can identify macro invertebrates from a local waterway.
0	No Evidence	No evidence shown.

1.3 **I can explain the transfer and conversion of energy (what it is being used for), biomass (digestive efficiencies), and populations from one trophic level to the next in ecosystem pyramids, identifying possible exceptions to the general rule.**

Learning Target	Descriptor	Definition
4	Proficient	I can explain the transfer and conversion of energy (what it is being used for), biomass (digestive efficiencies), and populations from one trophic level to the next in ecosystem pyramids, identifying possible exceptions to the general rule.
3	Developing	I can describe why all ecosystems take on a pyramid shape from one level to the next.
2	Basic	I can place organisms in the correct levels of an energy/biomass/ecological pyramid.
1	Minimal	I can identify the levels that exist in an ecological pyramid.
0	No Evidence	No evidence shown.

1.4 **I can compare and contrast primary and secondary succession using evidence.**

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Learning Target	Descriptor	Definition
4	Proficient	I can compare and contrast primary and secondary succession using evidence.
3	Developing	I can explain the importance of pioneer species to succession.
2	Basic	I can decipher between images and descriptions of primary and secondary succession.
1	Minimal	I can define primary and secondary succession.
0	No Evidence	No evidence shown.

2. **Wildlife Populations and Wildlife Management   (33.33%)**

Learning Targets

2.1 I can distinguish K type, R type, linear, exponential, and logistic population growth from one another using graphical representations and data to support my answer.

Learning Target	Descriptor	Definition
4	Proficient	I can distinguish K type, R type, linear, exponential, and logistic population growth from one another using graphical representations and data to support my answer.
3	Developing	I can use the formulas for each type of population growth to create graphical representations.
2	Basic	I can describe when each type of population growth is going to occur.
1	Minimal	I can define the different types of population growth.
0	No Evidence	No evidence shown.

2.2 I can explain and analyze factors which limit population growth.

Learning Target	Descriptor	Definition
4	Proficient	I can explain and analyze factors which limit population growth.
3	Developing	I can use evidence/examples to demonstrate limiting factors in nature.
2	Basic	I can describe the conditions that can cause limiting factors to shift.
1	Minimal	I can list limiting factors of population growth.
0	No Evidence	No evidence shown.

2.3 I can analyze graphical representations and provide evidence of population controlling relationships between species.

Learning Target	Descriptor	Definition
4	Proficient	I can analyze graphical representations and provide evidence of population controlling relationships between species.
3	Developing	I demonstrate and explain population controlling relationships with examples.

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Learning Target	Descriptor	Definition
2	Basic	I can define the different population controlling relationships between species.
1	Minimal	I can identify the different population controlling relationships between species.
0	No Evidence	No evidence shown.

2.4 I can use approved sampling methods to analyze an insect population around the school.

Learning Target	Descriptor	Definition
4	Proficient	I can use approved sampling methods to analyze an insect population around the school.
3	Developing	I can explain when to use each of the different population sampling methods and collect data on wild populations.
2	Basic	I describe each of different population sampling methods.
1	Minimal	I can identify sampling methods used to analyze wild populations.
0	No Evidence	No evidence shown.

2.5 I can create an ornithology encyclopedia to identify backyard native birds to study how human activities impact the birds habitat and ecological health of our environment.

Learning Target	Descriptor	Definition
4	Proficient	I can create an ornithology encyclopedia to identify backyard native birds to study how human activities impact the birds habitat and ecological health of our environment.
3	Developing	I can identify backyard native birds by their field marks and songs.
2	Basic	I can remember common and scientific names and identifying features of backyard native birds.
1	Minimal	I can write notes on basic bird knowledge of backyard native birds.
0	No Evidence	No evidence shown.

3. Forest Tree Identification and Forest Management.   (33.33%)

Learning Targets

3.1 I can use a dichotomous key to identify common trees of northern Wisconsin

Learning Target	Descriptor	Definition
4	Proficient	I can use a dichotomous key to identify common trees of northern Wisconsin
3	Developing	I can explain the importance of dichotomous keys to Ecology, and create a key to demonstrate my understanding.

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Learning Target	Descriptor	Definition
2	Basic	I can describe the importance of different parts of a leaf, branching patterns, venation patterns, bark, and crowning patterns in trees.
1	Minimal	I can identify trees using a dichotomous key.
0	No Evidence	No evidence shown.

3.2 I can demonstrate proper use of devices for taking various forest measurements.

Learning Target	Descriptor	Definition
4	Proficient	I can demonstrate proper use of devices for taking various forest measurements.
3	Developing	I can explain the importance of the different measurements taken by foresters.
2	Basic	I can describe what each tool is used for.
1	Minimal	I can identify the different tools used to take forestry measurements.
0	No Evidence	No evidence shown.

3.3 I can perform a forest stand inventory and construct a stand graph to represent a given forest.

Learning Target	Descriptor	Definition
4	Proficient	I can perform a forest stand inventory and construct a stand graph to represent a given forest.
3	Developing	I can interpret forest stand inventory data.
2	Basic	I can explain the importance of, and how to take, a forest stand inventory.
1	Minimal	I can describe what a forest stand inventory is.
0	No Evidence	No evidence shown.

3.4 I can compare and contrast common forest harvest systems in terms of application and desired outcomes of forest sites.

Learning Target	Descriptor	Definition
4	Proficient	I can compare and contrast common forest harvest systems in terms of application and desired outcomes of forest sites.
3	Developing	I can provide examples of when each silviculture method would be used.
2	Basic	I can describe each of the silviculture methods.
1	Minimal	I can list the different silviculture methods.

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Learning Target	Descriptor	Definition
0	No Evidence	No evidence shown.

Submitted on 1/31/2022 by