

CONTENT AREA: **Science**

STANDARD/STRAND: **Life Science**

STEP: **2**

MEASUREMENT TOPIC: **Environmental Science**

4.0	<p><i>In addition to the 3.0 knowledge, infers or applies beyond what was taught</i></p>	<p><i>Taxonomy Level</i></p>	<p>4.0 ASSESSMENT ITEMS: <i>As a result of understanding or being skilled at the knowledge identified in 4.0, the learner is able to:</i></p> <p>Consider an extinct plant or animal. Determine the physical changes that resulted in extinction. Predict what would have happened if the physical change did not occur.</p>
3.0	<p><i>No major errors or gaps in the following TARGETED, COMPLEX ideas and processes</i></p> <p>Understands the growth and survival of organisms in any particular environment depends on the physical conditions of the environment.</p>	<p><i>Taxonomy Level</i></p> <p><i>ANALYSIS</i></p> <p><i>Integrating</i></p>	<p>3.0 ASSESSMENT ITEMS: <i>As a result of understanding or being skilled at the knowledge identified in 3.0, the learner is able to:</i></p> <p>Identify differences in organisms that allow them to survive in a particular biome.</p>
2.0	<p><i>No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes</i></p> <p>Knows the characteristics of the biomes of the world.</p> <p>Knows different environments support different plants and animals.</p> <p>Knows the world contains a wide variety of biomes: freshwater, marine, forest, desert, grassland, mountain, and others.</p>	<p><i>Taxonomy Level</i></p> <p><i>RETRIEVAL</i></p>	<p>2.0 ASSESSMENT ITEMS: <i>As a result of understanding or being skilled at the knowledge identified in 2.0, the learner is able to:</i></p> <p>Identify the climate (temperature, precipitation) of different biomes.</p> <p>Identify plants and animals that live in different environments.</p> <p>List several different biomes.</p>

CONTENT AREA: **Science**

STANDARD/STRAND: **Life Science**

STEP: **3**

MEASUREMENT TOPIC: **Environmental Science**

4.0	<p><i>In addition to the 3.0 knowledge, infers or applies beyond what was taught</i></p>	<p><i>Taxonomy Level</i></p> <p>ANALYSIS <i>Specifying</i></p>	<p>4.0 ASSESSMENT ITEMS: <i>As a result of understanding or being skilled at the knowledge identified in 4.0, the learner is able to:</i></p> <p>Predict what would happen to an environment when an invasive species is introduced. Explain how it effects the interactions of the existing species.</p>
3.0	<p><i>No major errors or gaps in the following TARGETED, COMPLEX ideas and processes</i></p> <p>Understand ways in which organisms interact within an ecosystem (competition for resources, predator/prey, mutualism, parasitism, commensalism etc.).</p>	<p><i>Taxonomy Level</i></p> <p>COMPREHENSION <i>Integrating</i></p>	<p>3.0 ASSESSMENT ITEMS: <i>As a result of understanding or being skilled at the knowledge identified in 3.0, the learner is able to:</i></p> <p>Create your own environment, animals and plants. Describe how they interact and identify the type of interaction.</p>
2.0	<p><i>No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes</i></p> <p>Knows Terms: Predator, prey, mutualism, parasitism, commensalism, symbiosis</p>	<p><i>Taxonomy Level</i></p> <p>RETRIEVAL <i>Recalling</i></p>	<p>2.0 ASSESSMENT ITEMS: <i>As a result of understanding or being skilled at the knowledge identified in 2.0, the learner is able to:</i></p> <p>Define and give an example of the terms: Predator, prey, mutualism, parasitism, commensalism, symbiosis</p>

CONTENT AREA: **Science**

STANDARD/STRAND: **Life Science**

STEP: **4**

MEASUREMENT TOPIC: **Environmental Science**

4.0	<p><i>In addition to the 3.0 knowledge, infers or applies beyond what was taught</i></p>	<p><i>Taxonomy Level</i></p>	<p>4.0 ASSESSMENT ITEMS: <i>As a result of understanding or being skilled at the knowledge identified in 4.0, the learner is able to:</i></p> <p>Predict what will happen to an ecosystem if one link in the food chain is broken. Support your prediction with facts and examples.</p>
3.0	<p><i>No major errors or gaps in the following TARGETED, COMPLEX ideas and processes</i></p> <p>Understands how energy flows through the terrestrial and aquatic ecosystems from producers to consumers to decomposers.</p>	<p><i>Taxonomy Level</i></p> <p>COMPREHENSION</p> <p><i>Integrating</i></p>	<p>3.0 ASSESSMENT ITEMS: <i>As a result of understanding or being skilled at the knowledge identified in 3.0, the learner is able to:</i></p> <p>Create a model of a food chain with the arrows tracing the flow of energy.</p> <p>Create a model of a food web with the arrows tracing the flow of energy.</p>
2.0	<p><i>No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes</i></p> <p>Knows the characteristics of herbivores, carnivores and omnivores.</p> <p>Knows simple food chains and food webs.</p> <p>Knows the terms: producer, consumer, decomposer, terrestrial, aquatic, ecosystems</p>	<p><i>Taxonomy Level</i></p> <p>RETRIEVAL</p> <p><i>Recalling, Executing</i></p>	<p>2.0 ASSESSMENT ITEMS: <i>As a result of understanding or being skilled at the knowledge identified in 2.0, the learner is able to:</i></p> <p>List characteristics of herbivores, carnivores, omnivores.</p> <p>When given two pictures, label the food web and the food chain.</p> <p>Define and give an example of the terms: producers, consumers, decomposer, terrestrial, aquatic, ecosystems.</p>