|  |
| --- |
| **Tracking Sheet****8th Grade Science****Unit: Ecology 1*** **Power standard:** The student will be able to investigate changes in ecosystems and interactions of organisms with their environment.

**1** Just starting **2** Not there yet  **3** Got it! **4** Above and beyond |
| **LEARNING TARGET*****“I CAN…”*** | **GLE** | **Quiz**Food web | **Correct**  | **Incorrect**  | **Retake**  | **Quiz** Vocab 1 | **Correct**  | **Incorrect**  | **Retake**  | **Quiz**Vocab 2 | **Correct**  | **Incorrect**  | **Retake**  |
| Identify the biotic factors and abiotic factors that make up an ecosystem. | 641Aa2.4 | 6 |  |  |  | 2 |  |  |  |  |  |
| 5 |  |  |  |
| 10 |  |  |  |
| Diagram and describe the transfer of energy in an aquatic food web and a land food web with reference to producers, consumers, decomposers, scavengers, and predator/prey relationships | 642Aa2.2 | 1 |  |  |  | 1 |  |  |  | 4 |  |  |  |
| 5 |  |  |  | 4 |  |  |  | 6 |  |  |  |
| 7 |  |  |  | 9 |  |  |  | 10 |  |  |  |
| 11 |  |  |  |
| Classify populations of unicellular and multicellular organisms as producers, consumers, and decomposers by the role they serve in the ecosystem | 642Ab2.2 | 2 |  |  |  | 3 |  |  |  | 1 |  |  |  |
| 3 |  |  |  | 6 |  |  |  | 3 |  |  |  |
| 5 |  |  |  |
| 7 |  |  |  |
| 4 |  |  |  | 8 |  |  |  | 11 |  |  |  |
| 12 |  |  |  |
| 13 |  |  |  |
| Identify populations within a community that are in competition with one another for resources | 641Ba2.3 | 8 |  |  |  | 7 |  |  |  | 2 |  |  |  |
| Predict the possible effects of changes in the number and types of organisms in an ecosystem on the populations of other organisms within that ecosystem | 641Bc2.3 | 9 |  |  |  |  |  |  |  |
| 10 |  |  |  |
| Explain the beneficial or detrimental impact that some organisms may have on other organisms | 841Da2.3 |  |  |  |  | 8 |  |  |  |
| 9 |  |  |  |
| Relate examples of adaptations within a species to its ability to survive in a specific environment | 643Caor643Cb2.1 |  |  | 12 |  |  |  |  |  |
| **Tracking Sheet****8th Grade Science****Unit: Scientific Investigation*** **Power standard:** The student will be able to design and conduct experiments using reasoning and critical thinking.

**1** Just starting **2** Not there yet  **3** Got it! **4** Above and beyond |
| **LEARNING TARGET*****“I CAN…”*** | **GLE** | **Quiz**Field of beans | **Correct** | **Incorrect** | **Retake** | **Test**Ecology 1 | **Correct**  | **Incorrect**  | **Retake**  | **Level**  |
| Design and conduct a valid experiment with multiple trials. | 871Ac1.1 |  |  |  |  |  |
| Formulate testable questions and hypotheses. | 871Aa1.1 |  |  |  |  |
| Identify and describe the importance of the independent variable, dependent variables, control of constants in a valid experiment. | 871Ab1.1 | 1 |  |  |  | 15 |  |  |  |
| 2 |  |  |  |
| 16 |  |  |  |
| 3 |  |  |  | 17 |  |  |  |
| 4a |  |  |  |
| 4b |  |  |  |
| 4c |  |  |  |
| Determine and use the appropriate tools and techniques to collect data. | 871Bb1.1 |  |  |  |  |
| Calculate the range and average/mean of a set of data | 871Bg1.1 |  |  |  |  |
| Communicate the procedures and results of investigations and explanations through: data tables and graphs (bar, single line) | 871DaTable1.1 |  |  |  |  |
| 871DaGraph1.1 |  |  | 25 |  |  |  |
| 26 |  |  |  |
| 27 |  |  |  |
| 28 |  |  |  |
| Use data to support a reasonable explanation (conclusions) for the results of a valid experiment. | 871Ca1.1 |  |  |  |  |
| Evaluate the design of a lab | 871Ad1.1 | 5 |  |  |  |  |  |
| Use data to make predictions | 871Cb1.1 |  |  |  |  |
| **Tracking Sheet****8th Grade Science****Unit: Ecology 1*** **Power standard:** The student will be able to investigate changes in ecosystems and interactions of organisms with their environment.

**1** Just starting **2** Not there yet  **3** Got it! **4** Above and beyond |
| **LEARNING TARGET*****“I CAN…”*** | **GLE** | **Quiz** Vocab 3 | **Correct**  | **Incorrect**  | **Retake**  | **Test**Ecology 1 | **Correct**  | **Incorrect**  | **Retake**  | **Level**  |
| Identify the biotic factors and abiotic factors that make up an ecosystem. | 641Aa2.4 |  |  | 1 |  |  |  |  |
| 3 |  |  |  |
| 4 |  |  |  |
| 18 |  |  |  |
| 19 |  |  |  |
| Diagram and describe the transfer of energy in an aquatic food web and a land food web with reference to producers, consumers, decomposers, scavengers, and predator/prey relationships | 642Aa2.2 | 1 |  |  |  | 20 |  |  |  |
| 4 |  |  |  |
| 8 |  |  |  |
| Classify populations of unicellular and multicellular organisms as producers, consumers, and decomposers by the role they serve in the ecosystem | 642Ab2.2 | 3 |  |  |  | 5 |  |  |  |
| 6 |  |  |  |
| 7 |  |  |  | 9 |  |  |  |
| 10 |  |  |  |
| 9 |  |  |  | 21 |  |  |  |
| 22 |  |  |  |
| 23 |  |  |  |
| 24 |  |  |  |
| Identify populations within a community that are in competition with one another for resources | 641Ba2.3 | 2 |  |  |  | 2 |  |  |  |
| Predict the possible effects of changes in the number and types of organisms in an ecosystem on the populations of other organisms within that ecosystem | 641Bc2.3 |  |  | 29 |  |  |  |
| 30 |  |  |  |
| 31 |  |  |  |
| Explain the beneficial or detrimental impact that some organisms may have on other organisms | 841Da2.3 | 5 |  |  |  | 7 |  |  |  |
| 6 |  |  |  | 8 |  |  |  |
| 10 |  |  |  | 11 |  |  |  |
| 11 |  |  |  | 12 |  |  |  |
| 12 |  |  |  | 13 |  |  |  |
| 14 |  |  |  |
| Relate examples of adaptations within a species to its ability to survive in a specific environment | 643Caor643Cb2.1 |  |  | 32 |  |  |  |
| 33 |  |  |  |