

**Learning Map**

Goals

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| **Course: Science 8** | | | | | **Teacher: YT SAMPLE** | |
| **Unit Big Idea:**  Life processes are performed at the cellular level | | | | | | |
| **Unit Guiding/Essential Question(s):**  What is a cell? Why are cells important? | | | | | | |
|  | | **1**  **Not Yet Meeting** | **2**  **Approaching** | **3**  **Meeting** | | **4**  **Exceeding** |
| **Content Target:**  I know types of cells | | I know living and non-living cells. | I know plant and animal cells. | I know prokaryotic and eukaryotic cells. I know cell structures and their functions. | | I know how cell structures work together. |
| **Curricular Competencies Targets:** | Questioning and Predicting | I can wonder about a scientific topic. | I can choose a scientific question to investigate a topic further. | I can come up with my own scientific question to investigate a topic further, and can solve a problem about the topic. | | I can use scientific inquiry to investigate a problem about a scientific topic. |
| Planning and Conducting | I can use scientific equipment safely. | I can make observations. | I can record what I observe and identify (label) what I observe. | | I can use field of view to determine the scale of my observations. |
| Communicating | I can identify my science goals. | I can find evidence to demonstrate that I have met a science goal. | I can collect multiple pieces of evidence to support my learning of science goals. I can identify next steps in my learning. | | I can reflect on my learning and identify misconceptions. |