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| **Course/Subject/Grade(s): Science 8** | | | | | | |
| **Unit Big Idea:** Life processes are performed at the cellular level | | | | **Unit Guiding Question:** What is a cell? Why are cells important? | | |
| **Content and Curricular Competencies** | | | | | | |
|  | | **1** | **2** | **3** | **4** | |
| **Content:**  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** | I can plan and conduct | I can use scientific equipment safely | I can make observations | I can record what I observe | I can identify what I observe with labels | I can use field of view to determine the scale of my observations |
| I can question and predict | 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 | I can solve a problem about a scientific topic | I can investigate a problem about a scientific topic through scientific inquiry |
| **Summative Assessment: Science Portfolio** | | | | | | |
| **Communicating Learning** | I can demonstrate my learning | 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 |