

Student:

ELO: Biology: The Effect of Humans on Bee Populations

ELO Competency	4	3	2	1
<p>Interprets Nonfiction: Student will demonstrate the ability to comprehend, critique, and analyze a variety of increasingly complex informational texts.</p>	<p>Student is meets requirements of level 3 and is also able to...</p> <p>Student is able to recognize three or more ideas in the text. (if applicable)</p> <p>Student is able to recognize figurative, connotative, and technical meanings and apply them to accurately to their analysis.</p>	<p>Student is able to draw inferences from what the text says as well as from where it leaves matters uncertain.</p> <p>Student is able to recognize two or more ideas in the text. (if applicable)</p> <p>Student is able to analyze the development of the themes/ideas and how they build on one another.</p> <p>Student is able to cite 3 strong sources of evidence to support analysis.</p> <p>Student is able to objectively summarize the text.</p> <p>Student is able to recognize figurative, connotative, and technical meanings.</p>	<p>Student is able to draw inferences from what the text says as well as from where it leaves matters uncertain.</p> <p>Student is able to recognize two or more ideas in the text. (if applicable)</p> <p>Student is able to cite 3 strong sources of evidence to support analysis.</p> <p>Student is able to objectively summarize the text.</p>	<p>Student is able to draw inferences from what the text says as well as from where it leaves matters uncertain.</p> <p>Student is able to recognize two or more ideas in the text. (if applicable)</p>
<p>Effective Writing: Student will demonstrate the ability to write effectively for a variety of purposes and audiences.</p>	<p>Student is meets requirements of level 3 and is also able to...</p> <p>Student uses grade level or above grade level vocabulary</p> <p>Students uses a variety of</p>	<p>Student can write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. (if applicable)</p> <p>Student can write narratives to develop real or imagined experiences or events using effective technique,</p>	<p>Student can write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. (if applicable)</p> <p>Student can write narratives to develop real or imagined</p>	<p>Student can write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. (if applicable)</p>

	<p>complex sentence structures</p>	<p>well-chosen details, and well-structured event sequences. (if applicable)</p> <p>Student can use precise vocabulary, figurative language, sensory language, specific details and phrases to convey a vivid picture of the experiences, events, setting and/or characters.</p> <p>Student can write reflectively about one's writing and learning process</p>	<p>experiences or events using effective technique, well-chosen details, and well-structured event sequences. (if applicable)</p> <p>Student can use precise vocabulary, figurative language, sensory language, specific details and phrases to convey a vivid picture of the experiences, events, setting and/or characters.</p>	<p>Student can write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. (if applicable)</p>
<p>Grammar & Mechanics: Student will demonstrate the ability to skillfully interpret and apply the conventions of the English language to communicate clearly and effectively across the content areas.</p>	<p>Student is meets requirements of level 3 and is also able to...</p> <p>Student can use above grade level vocabulary</p>	<p>Student can demonstrate command of the conventions of standard English when writing and speaking.</p> <p>Student can use grade-level vocabulary</p>	<p>Student demonstrates limited understanding of the conventions of standard English when writing and speaking</p>	<p>Student demonstrates minimal understanding of the conventions of standard English when writing and speaking</p>
<p>Participation & Presentation: Student will demonstrate the ability to listen and view critically and to speak purposefully and effectively.</p>	<p>Student is meets requirements of level 3 and is also able to...</p> <p>Student uses multiple mediums to present ideas and topics</p>	<p>Student can initiate and participate collaborative discussions</p> <p>Student can synthesize comments/claims/evidence to resolve contradictions and determine what additional information or research is required</p> <p>Student can present information, findings, and supporting evidence,</p>	<p>Student can initiate and participate collaborative discussions</p> <p>Student can synthesize comments/claims/evidence to resolve contradictions and determine what additional information or research is required</p>	<p>Student can initiate and participate collaborative discussions</p> <p>Student can make strategic use of digital media (textual, graphical, audio, visual, interactive) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest</p>

	<p>Student can reflect upon verbal and written feedback to make changes to their work</p>	<p>conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p>Student can make strategic use of digital media (textual, graphical, audio, visual, interactive) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p>	<p>Student can make strategic use of digital media (textual, graphical, audio, visual, interactive) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p>	
<p>Research: Student will engage in research / inquiry to investigate topics and to analyze, integrate, and present information.</p>	<p>Student is meets requirements of level 3 and is also able to...</p> <p>Student can identify bias in a source</p> <p>Student can produce a claim and counter claim</p>	<p>Student can generate and answer questions independently</p> <p>Student can correctly quote from sources</p> <p>Student can utilize a works cited/bibliography</p> <p>Student can correctly cite all information (MLA or APA)</p> <p>Student can produce sufficient data, evidence, facts, examples, details, quotes to support ideas</p> <p>Student can identify and addresses discrepancies of information</p>	<p>Student can generate and answer questions independently</p> <p>Student can correctly quote from sources</p> <p>Student can utilize a works cited/bibliography</p> <p>Student can correctly cite all information (MLA or APA)</p> <p>Student can produce sufficient data, evidence, facts, examples, details, quotes to support ideas</p> <p>Student can paraphrase and summarize sources, avoiding plagiarism</p>	<p>Student can generate and answer questions independently</p> <p>Student can paraphrase and summarize sources, avoiding plagiarism</p>

		<p>Student can draw conclusions based on information, forms new understandings/questions</p> <p>Student can paraphrase and summarize sources, avoiding plagiarism</p> <p>Student can correctly cite evidence from text.</p>		
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Biology Competency	4	3	2	1
<p>Competency 1: Students will understand the scientific method and demonstrate the ability to think like and apply the techniques of a scientist.</p>	<p>In addition to level 3 requirements, student is also able to...</p> <ul style="list-style-type: none"> Identify and explain the top environmental threats to the body systems of bees biology as well as current practices to assist bees and reduce environmental factors Identify and explain the role Colony Collapse Disorder plays in the evolution of favorable traits among the surviving bees and how those traits impact other species and the environment. 	<p>Student is able to...</p> <ul style="list-style-type: none"> Identify and communicate the lifecycle of a bee Identify and communicate how bees use their senses to choose plants biology Identify and explain the top environmental threats to the body systems of bees biology Identify and explain the top human threats to the body systems of bees biology Understand and explain human body systems Identify and explain the role Colony Collapse Disorder plays in the evolution of favorable traits among the surviving bees. 	<p>Student is able to...</p> <ul style="list-style-type: none"> Identify and communicate the lifecycle of a bee Identify and communicate how bees use their senses to choose plants Identify and explain the top environmental threats to the body systems of bees Identify and explain the top human threats to the 	<p>Student is able to...</p> <ul style="list-style-type: none"> Identify and communicate the lifecycle of a bee Identify and explain the top environmental threats to the body systems of bees

	<ul style="list-style-type: none">• Explain the positive and negative impact the creation of a “super bee” that is impervious to colony collapse disorder and other environmental and human factors would have on various ecosystems.	<ul style="list-style-type: none">• Explain the process necessary for the creation of a “super bee” that is impervious to colony collapse disorder and other environmental and human factors.• Identify and explain the role Colony Collapse Disorder plays in the evolution of favorable traits among the surviving bees.• Identify and explain the role bees play in an ecosystem• Explain what aspects of plants bees are attracted to most and how plants have co-evolved with bees and other pollinators.• Identify and explain how gardens can be developed for the specific purpose of attracting bees and other pollinators.• Identify and explain symbiotic relationships of honey bees as well as inter-species competition and how they are being affected by Colony Collapse Disorder, climate change, and other environmental factors.• Communicate my learning using appropriate, content specific language using a variety of formats	body systems of bees	
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<p>Competency 2: Students will be able to apply concepts about the structures and processes of life from molecule to organism.</p>	<p>In addition to level 3 requirements, student is also able to...</p> <ul style="list-style-type: none"> Identify and explain the top environmental threats to the body systems of bees biology as well as current practices to assist bees and reduce environmental factors 	<p>Student is able to...</p> <ul style="list-style-type: none"> Identify and communicate the lifecycle of a bee Identify and communicate how bees use their senses to choose plants Identify and explain the top environmental threats to the body systems of bees Identify and explain the top human threats to the body systems of bees Explain the process necessary for the creation of a “super bee” that is impervious to colony collapse disorder and other environmental and human factors. Understand and explain human body systems 	<p>Student is able to...</p> <ul style="list-style-type: none"> Identify and communicate the lifecycle of a bee Identify and communicate how bees use their senses to choose plants Identify and explain the top environmental threats to the body systems of bees Identify and explain the top human threats to the body systems of bees 	<p>Student is able to...</p> <ul style="list-style-type: none"> Identify and communicate the lifecycle of a bee Identify and explain the top environmental threats to the body systems of bees
<p>Competency 4: Students will be able to investigate the interactions, energy and changes of an ecosystem over time.</p>	<p>In addition to level 3 requirements, student is also able to...</p> <ul style="list-style-type: none"> Identify and explain the role Colony Collapse Disorder plays in the evolution of favorable traits among the surviving bees and how those traits impact other species and the environment. Explain the positive and negative impact the 	<p>Student is able to...</p> <ul style="list-style-type: none"> Identify and explain the role Colony Collapse Disorder plays in the evolution of favorable traits among the surviving bees and the impact it will have on ecosystems. Explain the positive and negative impact the creation of a “super bee” that is impervious to colony collapse disorder and other environmental and human 	<p>Student is able to...</p> <ul style="list-style-type: none"> Identify and explain the role bees play in an ecosystem Identify and explain the role Colony Collapse Disorder plays in the evolution of favorable 	<p>Student is able to...</p> <ul style="list-style-type: none"> Identify and explain the role bees play in an ecosystem Identify and explain the role Colony Collapse Disorder plays in the evolution of favorable traits among the surviving bees and the impact it will have on ecosystems.

	<p>creation of a “super bee” that is impervious to colony collapse disorder and other environmental and human factors would have on various ecosystems</p>	<p>factors would have on various ecosystems.</p> <ul style="list-style-type: none"> • Identify and explain the role bees play in an ecosystem • Explain what aspects of plants bees are attracted to most and how plants have co-evolved with bees and other pollinators. • Identify and explain how gardens can be developed for the specific purpose of attracting bees and other pollinators. • Identify and explain symbiotic relationships of honey bees as well as inter-species competition and how they are being affected by Colony Collapse Disorder, climate change, and other environmental factors 	<p>traits among the surviving bees and the impact it will have on ecosystems.</p> <ul style="list-style-type: none"> • Identify and explain how gardens can be developed for the specific purpose of attracting bees and other pollinators. • Identify and explain symbiotic relationships of honey bees as well as inter-species competition and how they are being affected by Colony Collapse Disorder, climate change, and other environmental factors. 	<ul style="list-style-type: none"> • Identify and explain how gardens can be developed for the specific purpose of attracting bees and other pollinators.
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<p>Competency 5: Students will demonstrate the ability to synthesize their learning of Biology and effectively communicate their learning to others.</p>	<p>In addition to level 3 requirements, student is also able to...</p> <ul style="list-style-type: none"> Communicate their learning using appropriate, content specific language using a variety of formats including at least one from each of the following categories; audio visual format, written paper, formal presentation, and conversational dialogue 	<p>Student is able to...</p> <ul style="list-style-type: none"> Communicate their learning using appropriate, content specific language using a variety of formats 	<p>Student is able to ...</p> <ul style="list-style-type: none"> Communicate ideas clearly using limited content specific language using a single format 	<p>Student is able to ...</p> <ul style="list-style-type: none"> Communicate ideas, but does not use content specific language using a single format
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