

Learning Goal: Examine processes that change the Earth's surface.			
<b>Advanced Score 4.0</b>	In addition to the Proficient (3.0) performance, makes <i>indepth</i> inferences and extended applications of what was learned, including connections to other experiences.	Energy/ Systems/ Interactions  Patterns	<p><i>Student will be able to...</i></p> <ul style="list-style-type: none"> <li>● Explain and defend their position on the global warming theory that has been widely debated regarding climate change</li> </ul> <hr/> <ul style="list-style-type: none"> <li>● Justify if synthetic diamonds are the same as natural diamonds</li> </ul>
<b>Proficient + Score 3.5</b>	In addition to the complex ideas and processes (Proficient 3.0) performance, <i>partial success</i> at in-depth inferences and extended applications of what was learned, including connections to other experiences.		
<b>Proficient Score 3.0</b>	<i>No major</i> errors or omissions regarding any of the information and simple (Basic, 2.0) or complex processes (Proficient, 3.0) that was explicitly taught.	Energy/ Systems/ Interaction  Patterns	<p><i>Student will be able to...</i></p> <ul style="list-style-type: none"> <li>● Interpret a phase change graph (heating curve)</li> <li>● Determine the movement of energy in a state change (endothermic/exothermic)</li> <li>● Demonstrate the relative amount of energy (movement of particles) within different states of matter</li> <li>● Relate the strength of attractive forces between the particles of a solid, the particles of a liquid, the particles of and a gas</li> <li>● Differentiate between temperature and heat</li> <li>● Describe the formation of the universe using the big bang theory</li> <li>● Convey that stars consume simpler elements in nuclear reactions to form heavier elements</li> <li>● Describe stellar evolution</li> </ul> <hr/> <ul style="list-style-type: none"> <li>● Recognize that particles in solids often form regular patterns</li> </ul>
<b>Basic + Score 2.5</b>	<i>No major</i> errors or omissions regarding any of the information and/or simpler details and processes (Basic, 2.0) and <i>partial</i> knowledge of the more complex ideas and processes (Proficient 3.0)		
<b>Basic Score 2.0</b>	<i>No major</i> errors or omissions regarding the simpler details and processes (Basic, 2.0), but <i>major</i> errors or omissions regarding the more complex ideas and processes (Proficient, 3.0).	Energy/ Systems/ Interactions  Patterns  Relationships	<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>● Recognize and recall specific terminology (e.g., states of matter, state transitions, sun, temperature); and</li> <li>● Perform basic processes, such as... <ul style="list-style-type: none"> <li>○ Identify causes for changes in energy</li> <li>○ Recognize that energy changes when the state of matter changes</li> <li>○ Describe stellar evolution</li> </ul> </li> </ul> <hr/> <ul style="list-style-type: none"> <li>● Recognize and recall specific terminology (e.g., solid, liquid, gas); and</li> <li>● Perform basic processes, such as... <ul style="list-style-type: none"> <li>○ Identify state changes (melting, evaporation, condensation, freezing, etc.)</li> </ul> </li> </ul> <hr/> <ul style="list-style-type: none"> <li>● Perform basic process, such as... <ul style="list-style-type: none"> <li>○ Recognize that the solid, liquid and gaseous forms of a substance have the same chemical identity</li> </ul> </li> </ul>

<b>Below Basic Score 1.0</b>	A <i>partial</i> understanding of <i>some</i> of the simpler details and processes (Basic 2.0), but <i>major</i> errors or omissions regarding the more complex ideas and processes (3.0).
<b>Failing Score 0</b>	<i>No</i> evidence or <i>insufficient</i> evidence of student learning.

\*Items are optional until 2013 when Chemistry becomes an elective then they should be included in all Chemistry courses.