Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Page: \_\_\_\_\_\_\_

Period: \_\_\_\_\_\_\_ **Unit 1 Map - Introduction to Biology**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Topic** | **Specific Learning Target** | **Questions on Test** | **Quiz Score %** | **Test Score %** |
| 1. Characteristics of Life | A. I can identify and provide examples of the characteristics found in all living organisms. | **7** |  |  |
| 2. Lab Safety | B. I can identify safe and unsafe lab procedures and use safe lab procedures during experiments. | **5** |  |  |
| C. I can locate and use safety equipment in the classroom. | **0** |
| 3. Scientific Method | D. I can collect both qualitative and quantitative observations. | **1** |  |  |
| E. I can distinguish between observations and inferences. | **2** |
| F. I can identify reliable sources for scientific research. | **1** |
| G. I can create testable hypotheses predicting cause and effect relationships (i.e. in an “If, then” format) using observations and information from other scientists. | **3** |
| H. I can identify the independent variable and the levels of the I.V. that will be used in an experiment. | **2** |
| I. I can identify the dependent variable and the method you will use to measure the dependent variable in an experiment. | **3** |
| J. I can identify variables that must be held constant in an experiment. | **1** |
| K. I can distinguish between the control group and experimental group in an experiment and explain the purpose of a control group. | **1** |
| 4. Data Analysis | L. I can record quantitative data in clearly labeled tables/charts with units. | **4** |
| M. I can choose the appropriate graph (i.e. line graph, bar graph, pie graph) to organize your data and use this graph to show a relationship between the independent and dependent variable. | **0** |
| N. I can identify and discuss trends in the data based on your charts and graphs. (Ex: an increase in the amount of physical activity appears to cause an increased production of sweat). | **6** |

**KEY TERMS:**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Organism | Homeostasis | Cell | Metabolism | Evolution | Negligence | Independent Var. | Dependent Var. |
| Variable | Constant | Control | Observation | Inference | Hypothesis | Theory | Law |
| Data | Column | Row | Interval | x-axis | y-axis | Qualitative | Quantitative |

If your test score is higher than your quiz score, AND you submit this form after your unit test (completed), your quiz score will be replaced by your test score.

In order to be eligible to retake any portion of the test, you must complete the End of Unit Review Packet before you take the original test.

Once you determine which portion of the test needs to be retaken (if a retake is necessary at all), you must complete the accompanying “target practice” assignment. Only after completing the target practice can you come after school to retake that portion of the test.

Retake scores will ALWAYS replace original test scores, even if they are lower than the original test score.