Assignment Sheet 8th Grade

October 5, 2016

Objective: Today I am:

* Identifying levels of organization in multicellular organisms
* Describing how the cell membrane helps regulate the transfer of materials in and out of the cell.
* Identifying and contrasting the structures of plants and animals that serve similar functions.

\_\_\_\_Use the space below to organize the following levels of organization in order from least complete to complex:

What are the levels of biological organization?

organelle, organ, organ system, atom, molecule, cell, tissue, organism, community, population, ecosystem, and biosphere

\_\_\_\_ Go to CK12.com Organization of Living Things and complete the following: ttp://www.ck12.org/biology/Organization-of-Living-Things/lesson/Organization-of-Living-Things/?referrer=featured\_con

* Read the passage and take notes (record your notes in your science notebook)
* Watch the five videos and summarize each video in the space below. (your summary must include the following: main idea, three important detail and one concluding sentence) \* You should a summary for each video
* Complete the PLIX activity (show results to the teacher)
* Complete the practice test/questions. What was your score:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Summary 1

Summary 2

Summary 3

Summary 4

\_\_\_\_\_Notes: PowerPoint on my Weebly page entitled: Food Chain/Web/Energy Pyramid (trophi

Summary 5

\_\_\_\_\_\_\_It’s in the Cards: Organism, Population, Biome, biosphere, community, ecosystem, cell, tissue

\_\_\_\_\_\_\_\_\_\_ Design a poster for a specific organism(s) in one biome in the world that demonstrates order of the levels of organization, describe each level, and explain how each level depends other the other levels.

Scoring Guide

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| **Use of Class Time** | Used time well during each class period. Focused on getting the project done. Never distracted others. | | Used time well during each class period. Usually focused on getting the project done and never distracted others. | | Used some of the time well during each class period. There was some focus on getting the project done but occasionally distracted others. | | Did not use class time to focus on the project OR often distracted others. |
| **Graphics - Originality** | Several of the graphics used on the poster reflect a exceptional degree of student creativity in their creation and/or display. | | One or two of the graphics used on the poster reflect student creativity in their creation and/or display. | | The graphics are made by the student, but are based on the designs or ideas of others. | | No graphics made by the student are included. |
| **Required Elements** | The poster includes all required elements as well as additional information. | | All required elements are included on the poster. | | All but 1 of the required elements are included on the poster. | | Several required elements were missing. |
| **Content - Accuracy** | At least 7 accurate facts are displayed on the poster. | | 5-6 accurate facts are displayed on the poster. | | 3-4 accurate facts are displayed on the poster. | | Less than 3 accurate facts are displayed on the poster. |
| **Grammar** | There are no grammatical mistakes on the poster. | | There is 1 grammatical mistake on the poster. | | There are 2 grammatical mistakes on the poster. | | There are more than 2 grammatical mistakes on the poster. |
| **Labels** | | All items of importance on the poster are clearly labelled with labels that can be read from at least 3 ft. away. | | Almost all items of importance on the poster are clearly labelled with labels that can be read from at least 3 ft. away. | | Several items of importance on the poster are clearly labelled with labels that | |