

End of Instruction (EOI)

Biology
U.S. History

NOTE: Process standards are abbreviated by using a 'P' prior to the numbered standard (e.g., P1.0)
Content standards are abbreviated by using a 'C' prior to the numbered standard (e.g., C1.0)

****Respond** refers to any attempted interaction from the student upon exposure to the activity (e.g., assisting, feeling, observing, listening).

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EOI Biology

Standard Measured **Observe and Measure, Organ Systems** **P1.0, C5.0**

Task Specification The student will indicate the function of organ systems.

Objective: Observe and measure **(P1.0)**

6 points	Identify changes in cells, organisms, populations, and ecosystems given conditions before and after an event in 3 out of 4 trials.
5 points	Use appropriate tools and SI units and prefixes when measuring cells, organisms, populations, and ecosystems in 3 out of 4 trials.
4 points	Identify organisms in 3 out of 4 trials.
3 points	Observe organisms in 3 out of 4 trials.
2 points	Respond when exposed to organisms in 3 out of 4 trials.
1 point	React when exposed to organisms in 3 out of 4 trials.
Total points possible	6

Objective: Organ systems **(C5.0)**

6 points	Compare/contrast the function of at least two organ systems in 3 out of 4 trials.
5 points	Indicate the functions of two organ systems in 3 out of 4 trials.
4 points	Indicate the function of an organ system in 3 out of 4 trials.
3 points	Identify an organ system in 3 out of 4 trials.
2 points	Respond when exposed to an organ system in 3 out of 4 trials.
1 point	React when exposed to an organ system in 3 out of 4 trials.
Total points possible	6

Total points possible (P1.0, C5.0) **12**

Process and content standards should be taught in conjunction with one another. You use the process standards to teach the content. Your evidence for these standards should reflect one activity that incorporates both the content and process standards.

Examples provide a way in which the process and content can be combined. They do not reflect any proficiency level as stated.

For example, for P1.0 and C5.0, you could do an animal dissection (virtual lab) and measure structures of the animal and identify function and/or organ systems.

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EOI Biology

Standard Measured	Interpret/Communicate, Molecular Basis of Heredity	P4.0, C2.0
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Task Specification	The student will identify the similarities and differences in appearance between parents and offspring.
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Objective: Interpret/communicate (P4.0)

6 points	Evaluate a graph or chart from collected data in 3 out of 4 trials.
5 points	Create an appropriate graph or chart from collected data in 3 out of 4 trials.
4 points	Record data from a scientific investigation in 3 out of 4 trials.
3 points	Identify data used in a scientific investigation in 3 out of 4 trials.
2 points	Respond when exposed to data used in a scientific investigation in 3 out of 4 trials.
1 point	React when exposed to a scientific investigation in 3 out of 4 trials.
Total points possible	6

Objective: Molecular basis of heredity (C2.0)

6 points	Explain that DNA determines characteristics of organisms in 3 out of 4 trials.
5 points	Compare and contrast appearances between parents and offspring in 3 out of 4 trials.
4 points	Recognize that parents create offspring in 3 out of 4 trials.
3 points	Match parents to offspring in 3 out of 4 trials.
2 points	Respond when exposed to matching parents and offspring in 3 out of 4 trials.
1 point	React when exposed to matching parents and offspring in 3 out of 4 trials.
Total points possible	6

Total points possible (P4.0, C2.0) 12

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Example: Compare the appearances of offspring and parents by using a graphic organizer to record results.

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EOI Biology

Standard Measured **Classify, Biological Diversity** **P2.0, C3.0**

Task Specification The student will classify organisms into plant or animal kingdoms.

Objective: Classify **(P2.0)**

6 points	Compare and Contrast the properties on which a biological classifications system is based in 3 out of 4 trials.
5 points	Create a biological classification system in 3 out of 4 trials.
4 points	Identify the properties of a classification system in 3 out of 4 trials.
3 points	Arrange objects, organisms, and events in serial order in 3 out of 4 trials.
2 points	Respond when exposed to objects, organisms, and events in serial order in 3 out of 4 trials.
1 point	React when exposed to objects, organisms, and events in serial order in 3 out of 4 trials.
Total points possible	6

Objective: Biological Diversity **(C3.0)**

6 points	Compare and contrast the internal structures of animals and plants and classify them into plant or animal kingdoms in 3 out of 4 trials.
5 points	Classify organisms into plant or animal kingdoms based upon structural differences and similarities in 3 out of 4 trials.
4 points	Identify characteristic differences between plants and animals in 3 out of 4 trials.
3 points	Observe a plant and an animal in 3 out of 4 trials.
2 points	Respond when exposed to a plant and an animal in 3 out of 4 trials.
1 point	React when exposed to a plant and an animal in 3 out of 4 trials.
Total points possible	6

Total points possible (P2.0, C3.0) **12**

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Example: Use the structural differences of organisms to create a classification system.

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EOI Biology

Standard Measured	Model, Interdependence of Organisms	P5.0, C4.0
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Task Specification	The student will describe the life cycle of a plant and animal.
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Objective: Model (P5.0)

	6 points	Select predictions based upon an animal life cycle and a plant life cycle in 3 out of 4 trials.
	5 points	Sequence the life cycles of both plants and animals in 3 out of 4 trials.
	4 points	Identify sequences based on models in 3 out of 4 trials.
	3 points	Observe a life cycle in 3 out of 4 trials.
	2 points	Respond when exposed to a life cycle in 3 out of 4 trials.
	1 point	React when exposed to a life cycle in 3 out of 4 trials.
	Total points possible	6

Objective: Interdependence of organisms (C4.0)

	6 points	Explain how organisms compete and cooperate in ecosystems in 3 out of 4 trials.
	5 points	Identify examples of how organisms compete and cooperate in ecosystems in 3 out of 4 trials.
	4 points	Identify how one animal depends upon another in 3 out of 4 trials.
	3 points	Observe nurturing in animals in 3 out of 4 trials.
	2 points	Respond when exposed to nurturing in animals in 3 out of 4 trials.
	1 point	React when exposed to nurturing in animals in 3 out of 4 trials.
	Total points possible	6

Total points possible (P5.0, C4.0)	12
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Example: Sequence life cycles of plants and animals and identify ways within the life cycle that different organisms compete and cooperate.

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EOI Biology

Standard Measured

Experiment, Cells

P3.0, C1.0

Task Specification

The student will use mathematics to show relationships and evaluate the design of a biology laboratory investigation and identify that cells are necessary to keep organisms alive.

Objective: Experiment

(P3.0)

6 points	Evaluate and defend the design of a biological investigation given three choices in 3 out of 4 trials.
5 points	Analyze the design of a biological investigation given two choices in 3 out of 4 trials.
4 points	Identify a testable hypothesis, variables, or controls in a biological investigation in 3 out of 4 trials.
3 points	Record results of a scientific investigation in 3 out of 4 trials.
2 points	Respond when exposed to the results of a scientific investigation in 3 out of 4 trials.
1 point	React when exposed to the results of a scientific investigation in 3 out of 4 trials.
Total points possible	6

Objective: Cells

(C1.0)

6 points	Describe how the functions of a cell work together in 3 out of 4 trials.
5 points	Identify the functions of at least three parts of a cell in 3 out of 4 trials.
4 points	Identify the different parts of a cell in 3 out of 4 trials.
3 points	Observe a cell under the microscope and draw or find a picture of what it looks like in 3 out of 4 trials.
2 points	Respond when exposed to a drawing or picture of what a cell looks like in 3 out of 4 trials.
1 point	React when exposed to a drawing or picture of what a cell looks like in 3 out of 4 trials.
Total points possible	6

Total points possible (P3.0, C1.0)

12

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Example: Read/listen to a story about cell theory. Identify parts of the scientific method and identify the functions of the cell parts.

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EOI United States History

Standard Measured	Causes of World War I	US.3
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Task Specification	The student will identify the causes of WWI.
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Objective: Causes of World War I	(US.3)
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6 points	Identify THREE causes of World War I in 3 out of 4 trials.	
5 points	Identify TWO causes of World War I in 3 out of 4 trials.	
4 points	Identify TWO facts about World War I in 3 out of 4 trials.	
3 points	Identify ONE fact about World War I in 3 out of 4 trials.	
2 points	Respond when exposed to one fact about World War I in 3 out of 4 trials.	
1 point	React when exposed to one fact about World War I in 3 out of 4 trials.	
Total points possible		6

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EOI United States History

Standard Measured **Events in the U.S. in the era between the World Wars** **US.4**

Task Specification The student will identify how automobiles and the expanded use of electricity changed people's lives in the United States.

Objective: Automobiles **(US.4.1)**

6 points	Identify TWO ways the automobile (car) changed people's lives in 3 out of 4 trials.
5 points	Identify ONE way the automobile (car) changed people's lives in 3 out of 4 trials.
4 points	Identify ONE form of transportation people used before the automobile (car) in 3 out of 4 trials.
3 points	Identify ONE use of automobiles (cars) in 3 out of 4 trials.
2 points	Respond when exposed to one use of automobiles (cars) in 3 out of 4 trials.
1 point	React when exposed to one use of automobiles (cars) in 3 out of 4 trials.
Total points possible	6

Objective: Electricity **(US.4.2)**

6 points	Identify TWO ways the use of electricity changed people's lives in 3 out of 4 trials.
5 points	Identify ONE way the use of electricity changed people's lives in 3 out of 4 trials.
4 points	Identify ONE source of power before electricity in 3 out of 4 trials.
3 points	Identify ONE way people use electricity in 3 out of 4 trials.
2 points	Respond when exposed to one use of electricity in 3 out of 4 trials.
1 point	React when exposed to one use of electricity in 3 out of 4 trials.
Total points possible	6

Total points possible (US.4.1, US.4.2) **12**

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EOI United States History (continued)

Objective: Major powers of WWII

(US.5.3)

6 points	Identify FOUR or more major powers/countries involved in World War II in 3 out of 4 trials.
5 points	Identify THREE major powers/countries involved in World War II in 3 out of 4 trials.
4 points	Identify TWO major powers/countries involved in World War II in 3 out of 4 trials.
3 points	Identify ONE major power/country involved in World War II in 3 out of 4 trials.
2 points	Respond when exposed to one major power/country involved in World War II in 3 out of 4 trials.
1 point	React when exposed to one major power/country involved in World War II in 3 out of 4 trials.
Total points possible	6

Total points possible (US.5.1, US.5.2, US.5.3)

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EOI United States History

Standard Measured **United States Since World War II** **US.6**

Task Specification The student will identify the significance of Martin Luther King, Jr., Rosa Parks, and the main goal of the Civil Rights Movement.

Objective: Civil Rights movement **(US.6)**

6 points	Identify the significance of Martin Luther King, Jr. AND Rosa Parks AND identify ONE goal of the Civil Rights Movement AND ONE success of the Civil Rights Movement in 3 out of 4 trials.
5 points	Identify the significance of Martin Luther King, Jr. AND Rosa Parks AND identify the main goal of the Civil Rights Movement in 3 out of 4 trials.
4 points	Identify Martin Luther King, Jr. OR Rosa Parks in 3 out of 4 trials.
3 points	Identify ONE goal of the Civil Rights movement in 3 out of 4 trials.
2 points	Respond when exposed to one goal of the Civil Rights movement in 3 out of 4 trials.
1 point	React when exposed to one goal of the Civil Rights movement in 3 out of 4 trials.
Total points possible	6

****Respond** refers to any attempted interaction from the student upon exposure to the activity (e.g., assisting, feeling, observing, listening).

****React** refers to any observable change caused by exposure to the activity (e.g., startle reflex, opening eyes, turning head towards sound or touch).