

4.L.1.1. Students are able to **identify** the basic systems (digestive, skeletal, muscular, nervous, respiratory, and circulatory) and major organs.

Webb Level: 1

Bloom: Knowledge

Verbs Defined:

Identify – select from given information

Key Terms Defined:

None Defined

Teacher Speak:

Students are able to identify (select from given information) the basic systems (digestive, skeletal, muscular, nervous, respiratory, and circulatory) and major organs.

Student Speak:

I can select from given information (identify) the basic systems (digestive, skeletal, muscular, nervous, respiratory, and circulatory) and major organs.

4.L.1.2. Students are able to **differentiate** between vertebrates and invertebrates, and **classify** the five groups of vertebrates (mammal, reptile, amphibian, bird, and fish) based on characteristics.

Webb Level: 2

Bloom: Comprehension

Verbs Defined:

Differentiate – to tell the difference between

Classify – to group

Key Terms Defined:

Invertebrates – organisms that do not have a backbone

Vertebrates – organisms that have a backbone

Teacher Speak:

Students are able to differentiate (to tell the difference between) between vertebrates (organisms that have a backbone) and invertebrates (organisms that do not have a backbone), and classify (to group) the five groups of vertebrates (mammal, reptile, amphibian, bird, and fish) based on characteristics.

Student Speak:

I can tell the difference between (differentiate) organisms that have a backbone (vertebrates) and organisms that do not have a backbone (invertebrates), and group (classify) the five groups of vertebrates (mammal, reptile, amphibian, bird, and fish) based on characteristics.

4.L.2.1. Students are able to **identify** behavioral and structural adaptations that allow a plant or animal to survive in a particular environment.

Webb Level: 2

Bloom: Knowledge

Verbs Defined:

Identify – to select from given information

Key Terms Defined:

Adaptations – the characteristics of an organism that improves their chances for survival

Teacher Speak:

Students are able to identify (to select from given information) behavioral and structural adaptations (the characteristics of an organism that improves their chances for survival) that allow a plant or animal to survive in a particular environment.

Student Speak:

I can select from given information (identify) behavioral and structural characteristics of an organism that improves their chances for survival (adaptations) that allow a plant or animal to survive in a particular environment.

4.L.2.2. Students are able to **explain** how a size of a population is dependent upon the available resources within its community.

Webb Level: 3

Bloom: Analysis

Verbs Defined:

Explain – to give reasons for

Key Terms Defined:

Population – a group of organisms in a specific habitat

Resources – food, water, and shelter

Teacher Speak:

Students are able to explain (to give reasons for) how a size of a population (a group of organisms in a specific habitat) is dependent upon the available resources (food, water, and shelter) within its community.

Student Speak:

I can give reasons for (explain) how the size of a group of organisms in a specific habitat (population) is dependent upon the available food, water, and shelter (resources) within its community.

4.L.3.1. Students are able to **describe** the flow of energy through food chains and webs.

Webb Level: 2

Bloom: Comprehension

Verbs Defined:

Describe – to tell in words and/or numbers

Key Terms Defined:

Food chains and webs – interacting food chains

Teacher Speaks:

Students are able to describe (to tell in word and/or numbers) the flow of energy through food chains and food webs (interacting food chains).

Student Speaks:

I can tell in word and/or numbers (describe) the flow of energy through food chains and interacting food chains (food webs).