Unit 1 Theme: Motivation and Influence (Physics, Ecology, Climate Change)

Students will understand the relationships among energy, force, and motion.  
Students will understand that energy from sunlight is changed to chemical energy in plants, transfers between living organisms, and that changing the environment may alter the amount of energy provided to living organisms

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|  | **I can statements:** | No | | | | | Kind of | | | | | Yes | | | |
| P4 | I can identify the basic parts of a wave. | Pre-test | | | | |  | | | | |  | | | |
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| Post-test | | | | |  | | | | |  | | | |
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| P5 | I can explain how energy is transferred through waves. | Pre-test | | | |  | | | | |  | | | | |
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| Post-test | | | |  | | | | |  | | | | |
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| P1 | I can define and give examples of kinetic energy and potential energy. | Pre-test | | | |  | | | | |  | | | | |
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| Post-test | | | |  | | | | |  | | | | |
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| P2 | I can diagram the cycle of potential energy and kinetic energy. | Pre-test | | | |  | | | | |  | | | | |
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| Post-test | | | |  | | | | |  | | | | |
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| P3 | I can list the types of energy and trace the conversion from one form of energy to another. | Pre-test | | | |  | | | | |  | | | | |
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| Post-test | | | |  | | | | |  | | | | |
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| E2 | I can create and interpret food chains, food webs, and energy pyramids for an ecosystem. | Pre-test | | | |  | | | | |  | | | | |
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| Post-test | | | |  | | | | |  | | | | |
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| E4 | I can hypothesize how humans or other environmental factors may impact an ecosystem. | Pre-test | | | |  | | | | |  | | | | |
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| Post-test | | | |  | | | | |  | | | | |
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| CC1 | I can identify component parts of a terrestrial carbon cycle | Pre-test | | | |  | | | | |  | | | | |
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| Post-test | | | |  | | | | |  | | | | |
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| CC2 | I can link carbon cycle dynamics to the greenhouse effect and to climate change and brainstorm ways to reduce carbon dioxide emissions | Pre-test | | | |  | | | | |  | | | | |
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| Post-test | | | |  | | | | |  | | | | |
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