

## 20-21 District Wide High School Science Priority Level 3 Learning Targets-Biology and SCI203

In response to the COVID-19 pandemic and changes to educational contexts, the following level 3 learning targets from the 20-21 Biology curriculum guide will need to become the primary priority for all sections of this course. **This is subject to change as new information becomes available.** Current as of 8/27/2020.

The below topics and learning targets are deemed of critical importance and should be the primary focus of teachers enhancements to the district provided virtual course, paced to be the majority of learner time and engagement, fully supported with descriptive learning centered feedback on formative and summative assessments, encouraging multiple opportunities to revise and demonstrate proficiency.

All other learning targets are to still remain incorporated as provided in the district ready virtual course, but necessarily emphasized in the facilitation. **Prioritization should not be interpreted to mean elimination of secondary/non-prioritized topics or learning targets.** There may be circumstances in exception to this. Any topics and/or targets to be eliminated will clearly identified below as instructing to them in the COVID-19 context is an unacceptable risk and the topic/target is not required by the Iowa Core.

Emphasizing a priority target could include, but not limited to:

- **Adding** lessons, activities, engagements to the provided district ready virtual course modules
- Providing extended target/success criteria centered individualized or whole group feedback following assessments
- Communicating encouragement to revise or offer multiple opportunities to accomplish deeper learning toward the priority targets
- Composing and posting instructional themed and appropriately timed course announcements proactively or responsively toward improving growth to a priority target
- Planning agendas for live/synchronous meetings with mini lessons or discussion toward priority targets.
- Providing pace planning documents/ pages, checklist to be sure learners seek to accomplish a deep level of learning in the priority targets
- Evaluating the Body of Evidence for grading/topic scores which recognizes the priority targets having been an emphasis during facilitation.

### Topic 1: Structure and Function

3B. Develop and use a model to illustrate how the interactions between two systems (examples: cardiovascular, nervous, endocrine) provides specific functions in multicellular organisms.

*Resource: ICC [HS-LS1-2](#) Evidence statements to guide learner feedback and course customization.*

### Topic 2: Matter and Energy Flow in Organisms

3A. Construct an explanation based on evidence that explains how organisms break down molecules and rearrange them to make other essential molecules according to the Law of conservation of matter.

3B. Use a model to illustrate the release of energy in bonds, including the inputs and outputs of cellular respiration.

*Resource: ICC [HS-LS1-6](#) (3A) and [HS-LS1-7](#) (3B) Evidence statements to guide learner feedback and course customization.*

### Topic 3: Inheritance of Traits

3A. Construct an explanation based on evidence for how the structure of DNA determines the structure of proteins.

3C. Ask questions to clarify relationships about the role of DNA and chromosomes in coding the instructions for traits passed during meiosis.

*Resource: ICC [HS-LS1-1](#) (3A) and [HS-LS3-1](#) (3B) Evidence statements to guide learner feedback and course customization.*

### Topic 4: Variation of Traits

3B. Apply concepts of statistics to predict the probability of inheriting a given trait. HS-LS3-3

3C. Apply concepts of statistics and probability to explain the variation and distribution of expressed traits in a population. HS-LS3-3

*Resource: ICC [HS-LS3-3](#) Evidence statements to guide learner feedback and course customization.*