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| **IM1.Identifies components and functions associated with the systems of the human body to properly organize information into a graphic organizer**Excelente: Organization of the information is presented in a graphic organizer that shows a description of the components and functions of the systems of the human body taking into account the information learned in class and information researched letting him to identify other components and functions different from those covered in classSobresaliente: Organization of the information allows him to recognize from an illustration the components and functions of the systems of the human body and can define the parts by using example in his own words.Bueno: Organization of the information into a graphic organizer allows to identify the main and subordinate concepts showing relation between them..Insuficiente: Restates and labels the functions and components of the systems of the human bodyDeficiente: Labels the functions and components of the systems of the human body incorrectly | **IM2.Explains the components and functions to use vocabulary and terms from readings and illustrations related to the human body systems**Excelente: Summarizes with generalizations about the components and functions of the systems of the human body from readings and illustrationsSobresaliente: Paraphrases how the components and functions of the systems of the human body interact after reading and having labeled an illustration about the systems of the human bodyBueno: Illustrates and labels the components and functions of the human body systems using the appropriate vocabulary and termsInsuficiente: Locates and matches the appropriate components and functions of the systems of the human body from an illustrationDeficiente: Restates the vocabulary and terms related to the components and functions of the systems of the human body | **CT1.Diagnoses any system of the human body as healthy, hyper-, hypo- or unhealthy to determine which variables have to be taken into account.**Excelente: Determination of the variables leads him to purposely investigate to find other criteria to consider when explaining the diagnoses and is able to explain the reasoning for the new criteria and uses information already studied in classSobresaliente: Determination of variables allows him to formulate a diagnoses based on the criteria given in class, and explains the diagnoses based on those variablesBueno: Determination of variables shows a combination of the information given in class to make a diagnosisInsuficiente: Points out a correct diagnosis without considering the components, functions, malfunctions, and interactions of the systems of the human bodyDeficiente: Repeats a wrong diagnosis without making any connections to the components, functions, malfunctions, and interactions of the systems of the human body | **CT2.Compares and contrasts the human body systems to explain the interactions among them**Excelente: Explanation of the interaction is presented with compelling reasons and persuasive examples.Sobresaliente: Explanation of the interactions takes into account functions, components, interactions and malfunctions of the systems developing reasons and well-chosen examplesBueno: Explanation of the interactions is presented with relevant reasons or examplesInsuficiente: Explanation of interactions show a classification of concepts about components, functions, malfunctions, and interactions of the systems of the human bodyDeficiente: Explanation of interactions is limited to a matches of concepts about components, functions, malfunctions, and interactions of the systems of the human body |
| **CR1.Integrates information about the systems of the human body to create analogies about their components, functions, interactions, and malfunctions**Excelente: Proposes unique analogies that produce further questioning and systematic generalizations about the components, functions, malfunctions, and interactions of the systems of the human bodySobresaliente: Compiles new information different from the lesson in class about the systems of the human body to create analogies to help others understand components, functions, malfunctions, and interactions of the systems of the human bodyBueno: Develops an analogy that explains components, functions, malfunctions, and interactions of the systems of the human bodyInsuficiente: Selects from a list of examples of analogies to explain components, functions, malfunctions, and interactions of the systems of the human bodyDeficiente: Copies word for word an example of an analogy and does not explain the connections to components, functions, malfunctions, and interactions of the systems of the human body | **CR2.Transforms the necessary information about the systems of the human body to play the role of a physician to diagnose illnesses, malfunctions within the system, or deduce normal problems of gross anatomy**Excelente: Elaborates on the diagnoses by providing solutions to improve the systems of the human body, after inventing questions to help in diagnosis, demonstrating understanding normal functions versus malfunctions, and answering the guided questionsSobresaliente: Poses questions about the systems of the human body to help him diagnose a situation and demonstrates understanding of how to diagnose severe to harmless issues after answering guided questionsBueno: Demonstrates how healthy functions, malfunctions, or problems in the systems of the human body can be used to diagnose severe to harmless issues by using guided questionsInsuficiente: Restates functions and malfunctions about the human body without playing the role of a physicianDeficiente: Memorizes parts of the systems of the human body without making connections to functions, malfunctions, or illnesses | **MC1.Monitors his progress in fulfilling his assignments requirements to make any necessary adjustments to his learning and comprehension about the systems of the human body**Excelente: Autonomously and effectively monitors his progress and self-evaluates his progress and learning about the systems of the human body if necessary adjusts his learning and studying strategies throughout the quarterSobresaliente: Continuously stops to monitor his progress with frequent reminders by making necessary adjustments to his assignments and to his learning about the systems of the human body for the project, and then uses relevant study strategies to improveBueno: Realizes that a successful assignment depends on stopping to verify he understands the systems of the human body and the project, and asks for assistance if necessary from a peer or teacherInsuficiente: Improvements are made at the last minute without any self-monitoring of progress or checking for his own understanding of the systems of the human body throughout the quarterDeficiente: Minimal self-monitoring with no further revision of the assignment, and no improvements to study habits to better understand the concepts learned about the systems of the human body | **MC2.Analyzes the step-by-step progress leading to his final project to self-evaluate his planning skills and final project about the systems of the human body** Excelente: Reflects on his weaknesses to propose strategies to overcome them and implement them through the term.Sobresaliente: Reflects upon the strategies used, with peers or teacher assistance, identifying his weaknesses and strengthsBueno: Reflects on the effectiveness of his plan quarter with teacher assistance and self-evaluates his plan and final productInsuficiente: Self-evaluation does not consider teacher or peer feedbackDeficiente: Self-evaluates without reflection on plan or final product |