

Unit Assessments Organizer Routine

(1) Unit Name Cell Structure and Function (2) Assessed Indicator Grade 9.

(3) Measurable Learning Objective (from Unit Organizer)	(4) Name the Level of Blooms Taxonomy (knowledge, comprehension, application, analysis, synthesis, evaluation)	(5) Name the Assessment Format (see handout of formats)	(6) Is this Assessment Formative or Summative?	(7) Name and Brief Description of Assessment (For example, is this assessment imbedded in a lesson or is it delivered as a stand alone assessment?) If it is part of a lesson, which one?	(8) Names of team members responsible for the development
Obj 1: Define terms 1. Define mitochondria 2. Define nucleus	1. Knowledge	Labeling diagram	Formative	Embedded into lesson. Students will fill out worksheet while teacher is describing cell organelles	
Obj 1: Define Terms 3. Define Ribosomes 4. Define Golgi	1. Knowledge	Labeling diagram	Formative	Embedded into lesson. Students will fill out worksheet while teacher is describing cell organelles	
Obj 1: Define Terms 5. Define Lysosome 6. Define Flagella	1. Knowledge	Labeling diagram	Formative	Embedded into lesson. Students will fill out worksheet while teacher is describing cell organelles	
Obj 1: Define Terms 7. Define Cell Wall 8. Define Cell membrane	1. Knowledge	Labeling diagram	Formative	Embedded into lesson. Students will fill out worksheet while teacher is describing cell organelles	
Obj 1: Define Terms 9. Define Chloroplast 10. Define Vacuole	1. Knowledge	Labeling diagram	Formative	Embedded into lesson. Students will fill out worksheet while teacher is describing cell organelles	

Obj 2: Compare 1. Animal Cell to Plant Cell	3. Application	Chart	Formative	Using what the students learned about the three types of cells, they will complete a chart comparing and contrasting animal, plant, and bacterial cells.	
Obj 2: Compare 2. Plant Cell to Bacterial Cell	3. Application	Chart	Formative	Using what the students learned about the three types of cells, they will complete a chart comparing and contrasting animal, plant, and bacterial cells.	
Obj 2: Compare 3. Animal Cell to Bacterial Cell	3. Application	Chart	Formative	Using what the students learned about the three types of cells, they will complete a chart comparing and contrasting animal, plant, and bacterial cells.	
Obj 3: Microscope 1. Identify Various Organelles	4. Analysis	Identification	Summative	Students will be required to identify various organelles within the plant, animal, and bacterial cells.	
Obj 3: Microscope 2. Identify specific cell types	4. Analysis	Identification	Summative	Students will be able to distinguish between the three types of cells.	
Obj 4: Explain 1. Glycolysis 2. Krebs Cycle 3. Electron Transport System	2. Comprehension	Draw out the processes	Formative	Students will be able to describe in some detail (how many ATP are produced and use for each step) the process of energy creation from glycolysis, the Krebs cycle, and the ETS.	
Obj 5: Define Terms 1. DNA 2. RNA	5. Knowledge	Labeling Diagram	Formative	Embedded into lesson. Student will fill out worksheet and diagram while the teacher is describing components of transcription and translation.	
Obj 5: Define Terms 1. mRNA 2. tRNA	5. Knowledge	Labeling Diagram	Formative	Embedded into lesson. Student will fill out worksheet and diagram while the teacher is describing the components of transcription and translation.	

Obj 5: Define Terms 1. Transcription 2. Translation	5. Knowledge	Labeling Diagram	Formative	Embedded into lesson. Students will fill out worksheet and diagram while the teacher describes the processes.	
Obj 6: Create Mural 1. Translation 2. Transcription	6. Application Synthesis	Create a visual mural or model	Summative	Using what the students learned they will create their own original visual (mural or model) of transcription and translation processes in genetics.	
Obj 7: Comparison 1. Transcription to translation	7. Application	Chart	Summative	Using what the students have learned they will compare and contrast transcription and translation in groups, by completing a chart.	
Obj 8: Content Mastery 1. All content concepts	8. Knowledge, Understanding, Application, Analyze, Evaluation	Unit Exam	Summative	Students will show mastery of the concepts taught during class by passing (70%) the unit exam.	