

MAP 2 MASTERY Unit 3b: Cell Energy

THESE ARE THE IMPORTANT CONCEPTUAL UNDERSTANDINGS I NEED TO MASTER FOR THIS UNIT:

<p><b>A. Demonstrates an understanding of photosynthesis, the interdependence between the processes of photosynthesis and cellular respiration, and the plant tissue &amp; cellular structures involved.</b> " I CAN... "</p>	<p><i>RESOURCES</i> THAT MAY SUPPORT MY LEARNING:</p>	<p><i>RESULTS/SCORES</i> FROM LEARNING ASSESSMENTS</p>	<p><i>MASTERY REFLECTION:</i> WHAT DO I STILL NEED TO MASTER BEFORE THE EXAM? (What is your strategy for <u>improvement</u>?) <b>1 ON 1 :</b> Most effective <u>DURING</u> instruction... <b>HELP</b> do not wait until the end of the unit!</p>
<p>*Structure, function, and use of ATP and ADP *Phosphates and their significance to ATP and ADP * basic structure &amp; function of leaf tissues and chloroplast *The function of pigments as related to energy absorption * The purpose, process, and result of the light dependent reactions (Photosystems) (overview only) * The purpose, process, and result of the light independent reactions (Calvin cycle) (overview only) *In general, contrast the purposes of the Krebs and Calvin as well as electron transport chains in each</p>	<p>See edline, weebly and text for: • Sect. 5.6-5.10</p> <p>Essential Study Partner: Unit: Cells Topic: Photosynthesis (all sections)</p> <p>* other documents and links posted in Course Documents and/or discussed in class. (notes)</p>	<p>SELF ASSESSMENT(s)</p> <hr/> <p>MASTERY CHECK(s)</p>	<p>INSTRUCTOR VERIFICATION:</p>
<p><b>B. Demonstrates an understanding of cellular respiration, the role of ADP/ATP, and the cellular structures involved in Cellular Respiration.</b> " I CAN... "</p>	<p><i>RESOURCES</i> THAT MAY SUPPORT MY LEARNING:</p>	<p><i>RESULTS/SCORES</i> FROM LEARNING ASSESSMENTS</p>	<p><i>MASTERY REFLECTION:</i> WHAT DO I STILL NEED TO MASTER BEFORE THE EXAM? (What is your strategy for <u>improvement</u>?) <b>1 ON 1 :</b> Most effective <u>DURING</u> instruction... <b>HELP</b> do not wait until the end of the unit!</p>
<p>* The purpose, process, and result of Glycolysis *The purpose, process, and result of the Krebs cycle *The purpose, process, and result of the electron transport chain *The purpose, process, and result of anaerobic respiration *Contrast of aerobic and anaerobic respiration *The structure and function of the Mitochondria -Mitochondrial membranes -Electron Transport Chain -The Mitochondrial Matrix *why photosynthesis and respiration process are interdependent (reactants, products, energy carriers, etc.)</p>	<p>See edline, weebly and text for: • Sect. 5.5 • Sect. 5.11-5.15</p> <p>Essential Study Partner: Unit: Cells Topic: Respiration (all sections)</p> <p>* other documents and links posted in Course Documents and/or discussed in class. (notes)</p>	<p>SELF ASSESSMENT(s)</p> <hr/> <p>MASTERY CHECK(s)</p>	<p>INSTRUCTOR VERIFICATION:</p>

# PATH 2 COLLEGE READINESS    SCIENTIFIC SKILLS &/OR APPLICATION OF RESEARCH

<p><b>2. In order to become "college ready," I will work to master these standards of <u>writing</u> during this unit (as well as throughout the course):</b>  <b>" I CAN... "</b></p>	<p><b>RESOURCES</b> THAT MAY SUPPORT MY LEARNING:</p>	<p><b>RESULTS/SCORES</b> FROM LEARNING ASSESSMENTS/ LAB EXPERIENCES</p>	<p><b>MASTERY REFLECTION:</b> WHAT DO I STILL NEED TO MASTER BEFORE THE NEXT LAB/EXAM? OR the PLAN TEST, ACT, etc</p> <p><b>1 ON 1 : What is your strategy for improving your reasoning and data presentation/analysis skills?</b></p>
<p>* Show understanding of the persuasive purpose of the article by taking a position on the issue</p> <p>* Show recognition of the complexity of the issue by:</p> <ul style="list-style-type: none"> <li>- acknowledging counterarguments to the writer's position</li> <li>- providing some response to counter-arguments to the writer's position</li> </ul> <p>* Develop ideas by using some specific reasons, details, and examples</p> <p>* Provide an adequate but simple organization with logical grouping of ideas</p> <p>* Show adequate use of language to communicate by correctly employing many of the conventions of standard English grammar, usage, and using appropriate vocabulary</p>	<p>See Weebly/edline for:</p> <ul style="list-style-type: none"> <li>• documents and links posted in Course Documents and presented in class.</li> </ul> <p>Fitness Article Rubric</p>	<p>SELF ASSESSMENT(s)</p>	<p>INSTRUCTOR VERIFICATION:</p>
		<p>MASTERY CHECK(s) / LABS / EXAMS</p>	