Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Period\_\_\_\_Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Natural Selection/Change Over Time Unit**

**Standard**:

8.2L.1 Explain how species change through the process of natural selection. Describe evidence for evolution.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Learning Target | Mastery | Proficient | Approaching | Developing | Beginning |
| **I CAN** explain how species change through the process of natural selection and describe evidence for evolution. | Thoroughly explain how species change through the process of natural selection and describe evidence for evolution. | Mostly explain how species change through the process of natural selection and describe evidence for evolution. | Somewhat explain how species change through the process of natural selection and describe evidence for evolution. | Struggling explain how species change through the process of natural selection and describe evidence for evolution. | Wasn’t able to or didn’t make an attempt to explain how species change through the process of natural selection and describe evidence for evolution. |

The following statements are how to show **PROFICIENCY** toward this Learning Target:

**** Compare adaptations and variation within the dark peppered moth.

**** Explain how species change through the FOUR steps of Natural Selection.

**** Interpret a diagram of fossil layers as evidence for evolution.

**** Explain how similarities in the fore-limb bones of different animals are used as evidence for evolution.

\*To show **MASTERY** toward this Learning Target meet the PROFICIENCY requirements and:

**** Explain why some animals are more likely to survive to adulthood than other animals.

**** Explain how a single species of squirrel might become two species of squirrel.