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| **Criterion A:** Knowing and understanding |  |  |
| **Level** | **MYP descriptor - Year 1**  **The student:** | **Indicator** |
| **0** | * does not reach a standard described by any of the descriptors below. |  |
| **1-2** | The student is able to:   1. **select** scientific knowledge 2. **select** scientific knowledge and understanding to **suggest** solutions to problems set in familiar situations 3. **apply** information to make judgments, with limited success. | * If needed, the student will select from a list of choices as to which cellular and body systems are being affected by ebola * The student selects the appropriate information about cells and body systems to use in order to suggest solutions to the ebola outbreak * The student applies information to make judgments about containing the spread of ebola, with limited success. |
| **3-4** | The student is able to:   1. **Recall** scientific knowledge 2. **apply** scientific knowledge and understanding to **suggest solutions** set in familiar situations 3. **apply** information to make judgments. | * The student recalls the cell and body functions that are being disrupted * The student applies scientific knowledge and understanding of cell and body functions to suggest solutions to the ebola outbreak * The student will apply information to make judgments about various strategies for containing the spread of ebola |
| **5-6** | The student is able to:   1. **state** scientific knowledge 2. **apply** scientific knowledge and understanding to **solve** problems set in familiar situations 3. **apply** information to make scientifically supported judgments. | * The student states how the virus disrupts cellular and body system functioning in the factual organization portion of the strategic plan * The student applies cell and body systems knowledge in their assessment of how to contain the spread of ebola * The student applies information about body systems and cell functions to make scientifically supported judgments about the best strategy for stopping the spread of the virus. |
| **7-8** | The student is able to:   1. **outline** scientific knowledge 2. **apply** scientific knowledge and understanding to **solve** problems set in familiar situations and suggest solutions to problems set in unfamiliar situations 3. **interpret** information to make scientifically supported judgments. | * The student will be able to outline scientific knowledge of cell structures and functions and human body systems as they explain how the virus infects and affects human bodies in the factual organization portion of the strategic plan * The student’s ebola action plan applies knowledge of cell organelle forms and functions, organ systems, and infectious agents to explain a detailed strategy, including how their plan will be carried out, potential obstacles, and how they will overcome these obstacles (familiar situation), and suggests solutions to stopping the spread of a different potential viral outbreak (unfamiliar situation) * The student’s action plan interprets various sources of information about the how the ebola virus affects cellular and body systems to make scientifically supported judgments about the best strategy for stopping the spread of the virus |