

2020 Unit 08: Ecology

Content Area: **Science**
Course(s): **Advanced Placement Biology**
Time Period: **April**
Length: **4 weeks**
Status: **Published**

Unit Overview

As a culmination of this course, Unit 8 brings together all other units to show how a system's interactions are directly related to the system's available energy and its ability to evolve and respond to changes in its environment. When highly complex living systems interact, communities and ecosystems will change based on those interactions. The more biodiversity present in a system, the more likely that system is to maintain its health and success in the face of disruption. Energy flows through systems; the rate of flow determines the success of the species within the systems. By this point in the curriculum, a student should be able to accurately determine what happens within biological systems when disruptions occur.

Enduring Understandings

- Communities and ecosystems change on the basis of interactions among populations and disruptions to the environment.
- In an ecosystem, living things interact with each other and the nonliving parts of their environment
- Living things obtain matter and energy through interactions with their environment
- The highly complex organization of living systems requires constant input of energy and the exchange of macromolecules.
- Timing and coordination of biological mechanisms involved in growth, reproduction, and homeostasis depend on organisms responding to environmental cues.

Essential Questions

- How do communities and ecosystems change, for better or worse, due to biological disruption?
- How do organisms interact with the living and nonliving parts of the environment to obtain matter and energy?
- How do species interactions affect the survival of an ecosystem?
- How does a disruption of a biological system affect genetic information storage and transmission?
- How does diversity among and between species in a biological system affect the evolution of species within the system?
- How does the acquisition of energy relate to the health of a biological system?

Career Readiness, Life Literacies & Key Skills

WRK.K-12.P.4	Demonstrate creativity and innovation.
WRK.K-12.P.5	Utilize critical thinking to make sense of problems and persevere in solving them.
WRK.K-12.P.8	Use technology to enhance productivity increase collaboration and communicate effectively.
WRK.K-12.P.9	Work productively in teams while using cultural/global competence.

Standards / Indicators / Student Learning Objectives (SLOs)

- Describe factors that influence growth dynamics of populations.
 - Describe the relationship between ecosystem diversity and its resilience to changes in the environment.
 - Describe the structure of a community according to its species composition and diversity
 - Evaluate the claims, evidence, and reasoning that the complex interactions in ecosystems maintain relatively consistent numbers and types of organisms in stable conditions, but changing conditions may result in a new ecosystem. [Clarification Statement: Examples of changes in ecosystem conditions could include modest biological or physical changes, such as moderate hunting or a seasonal flood; and extreme changes, such as volcanic eruption or sea level rise.] (HS-LS2-6)
 - Explain how changes in energy availability affect populations and ecosystems.
 - Explain how the behavioral and/or physiological response of an organism is related to changes in internal or external environment.
 - Graph real or simulated populations and analyze the trends to understand consumption patterns and resource availability, and make predictions as to what will happen to the population in the future. LS2.A
 - Illustrate how interactions among living systems and with their environment result in the movement of matter and energy. LS2.A
 - Provide evidence that the growth of populations are limited by access to resources, and how selective pressures may reduce the number of organisms or eliminate whole populations of organisms. LS2.A
 - Use mathematical and/or computational representations to support explanations of factors that affect carrying capacity of ecosystems at different scales. [Clarification Statement: Emphasis is on quantitative analysis and comparison of the relationships among interdependent factors including boundaries, resources, climate and competition. Examples of mathematical comparisons could include graphs, charts, histograms, and population changes gathered from simulations or historical data sets.] [Assessment Boundary: Assessment does not include deriving mathematical equations to make comparisons.] (HS-LS2-1)
 - Use mathematical representations to support and revise explanations based on evidence about factors affecting biodiversity and populations in ecosystems of different scales. [Clarification Statement: Examples of mathematical representations include finding the average, determining trends, and using graphical comparisons of multiple sets of data.] [Assessment Boundary: Assessment is limited to provided data.] (HS-LS2-2)
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| SCI.HS-LS2-2 | Use mathematical representations to support and revise explanations based on evidence about factors affecting biodiversity and populations in ecosystems of different scales. |
| SCI.HS-LS4-6 | Create or revise a simulation to test a solution to mitigate adverse impacts of human activity on biodiversity. |
| SCI.HS-LS2-6 | Evaluate the claims, evidence, and reasoning that the complex interactions in ecosystems maintain relatively consistent numbers and types of organisms in stable conditions, but changing conditions may result in a new ecosystem. |
| SCI.HS-LS2-1 | Use mathematical and/or computational representations to support explanations of factors that affect carrying capacity of ecosystems at different scales. |

SCI.HS-LS2-8	Evaluate the evidence for the role of group behavior on individual and species' chances to survive and reproduce.
SCI.HS-LS2-7	Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity.

Science & Engineering Practices

9-12.HS-ETS1-1.1	Asking Questions and Defining Problems
9-12.HS-ETS1-3.6.1	Evaluate a solution to a complex real-world problem, based on scientific knowledge, student-generated sources of evidence, prioritized criteria, and tradeoff considerations.
9-12.HS-ETS1-2.6.1	Design a solution to a complex real-world problem, based on scientific knowledge, student-generated sources of evidence, prioritized criteria, and tradeoff considerations.

Equity Considerations

Climate Change

Students will engage in lessons centered around the effects climate change has on ecology. Students will develop a comprehensive understanding about the structure and function of an ecosystem.

<https://tropicsu.org/tag/biology-toolkit/>

SCI.HS-ESS3-6	Use a computational representation to illustrate the relationships among Earth systems and how those relationships are being modified due to human activity (i.e., climate change).
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LGBTQ and Disabilities Mandate

Lessons will include multiple perspectives from the LGBTQ and Disabilities population such as Ruth Gates, coral biologist known for work on human-assisted coral evolution.

LGBTQ:

[Sir Francis Bacon \(1561–1626\)](#)

STEM [Florence Nightingale](#)[Francis Bacon | Philosophy, Scientific Method, & Facts | Britannica\(1820-1910\)](#)

[George Washington Carver \(1861-1943\)](#)

[Sara Josephine Baker \(1873-1945\)](#)

[Alan Turing \(1912-1954\)](#)

[Allan Cox \(1926-1987\)](#)

[Sally Ride \(1951-2012\)](#)

[Ben Barres \(1954-2017\)](#)

[Ruth Gates \(1962-2018\)](#)

[Tim Cook \(1960\)](#)

Disabilities:

[Leonardo da Vinci \(1452-1519\)](#)- Dyslexia

[Isaac Newton \(1664-1727\)](#)- Epilepsy

[Thomas Edison \(1847-1931\)](#)- Hearing

[Charles Darwin \(1809-1882\)](#)- Stutter,
Dyslexia

[Alexander Graham Bell \(1847-1922\)](#)- Deaf

[Albert Einstein \(1879-1955\)](#)- Aspergers

[Florence B. Seibert \(1897-1991\)](#)- Mobility

[Stephen Hawking \(1942-2019\)](#)- ALS

[John Forbes Nash \(1928-2015\)](#)-
Schizophrenia

[Temple Grandin \(1947\)](#)- Autism

Asian American and Pacific Islander Mandate

Lessons will include multiple perspectives from the Asian American and Pacific Islander population.

<https://ideas.ted.com/8-asian-americans-and-pacific-islanders-whose-innovations-have-changed-your-life-really/>

Disciplinary Core Ideas

9-12.HS-LS2-1.LS2.A.1	Ecosystems have carrying capacities, which are limits to the numbers of organisms and populations they can support. These limits result from such factors as the availability of living and nonliving resources and from such challenges such as predation, competition, and disease. Organisms would have the capacity to produce populations of great size were it not for the fact that environments and resources are finite. This fundamental tension affects the abundance (number of individuals) of species in any given ecosystem.
9-12.HS-LS2-4.LS2.B.1	Plants or algae form the lowest level of the food web. At each link upward in a food web, only a small fraction of the matter consumed at the lower level is transferred upward, to produce growth and release energy in cellular respiration at the higher level. Given this inefficiency, there are generally fewer organisms at higher levels of a food web. Some matter reacts to release energy for life functions, some matter is stored in newly made structures, and much is discarded. The chemical elements that make up the molecules of organisms pass through food webs and into and out of the atmosphere and soil, and they are combined and recombined in different ways. At each link in an ecosystem, matter and energy are conserved.
9-12.HS-LS2-6.LS2.C.1	A complex set of interactions within an ecosystem can keep its numbers and types of organisms relatively constant over long periods of time under stable conditions. If a modest biological or physical disturbance to an ecosystem occurs, it may return to its more or less original status (i.e., the ecosystem is resilient), as opposed to becoming a very different ecosystem. Extreme fluctuations in conditions or the size of any population, however, can challenge the functioning of ecosystems in terms of resources and habitat availability.
9-12.HS-LS2-7.LS4.D.1	Biodiversity is increased by the formation of new species (speciation) and decreased by the loss of species (extinction).
9-12.HS-LS2-7.ETS1.B.1	When evaluating solutions it is important to take into account a range of constraints including cost, safety, reliability and aesthetics and to consider social, cultural and environmental impacts.

Cross Cutting Concepts

9-12.HS-LS2-1.3.1	students understand the significance of a phenomenon is dependent on the scale, proportion, and quantity at which it occurs. They recognize patterns observable at one scale may not be observable or exist at other scales, and some systems can only be studied indirectly as they are too small, too large, too fast, or too slow to observe directly. Students use orders of magnitude to understand how a model at one scale relates to a model at another scale. They use algebraic thinking to examine scientific data and predict the effect of a change in one variable on another (e.g., linear growth vs. exponential growth).
9-12.HS-LS2-5.4.1	Models (e.g., physical, mathematical, computer models) can be used to simulate systems and interactions— including energy, matter, and information flows—within and between systems at different scales.
9-12.HS-LS1-7.5.1	Energy cannot be created or destroyed—it only moves between one place and another place, between objects and/or fields, or between systems.
9-12.HS-LS2-7.7.1	students understand much of science deals with constructing explanations of how things change and how they remain stable. They quantify and model changes in systems over very short or very long periods of time. They see some changes are irreversible, and negative feedback can stabilize a system, while positive feedback can destabilize it. They recognize systems can be designed for greater or lesser stability.

Lesson Titles

- Biodiversity
- biomes
- biotic and abiotic factors
- climate
- Community Ecology
- community interactions
- ecological succession
- Energy Flow Through Ecosystems
- estuaries and freshwater ecosystems
- habitat and niche
- marine ecosystems
- population density and distribution
- Population Ecology
- population growth patterns

Interdisciplinary Connections:

LA.RH.11-12.7	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.
LA.RH.11-12.9	Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
LA.RST.11-12.1	Accurately cite strong and thorough evidence from the text to support analysis of science and technical texts, attending to precise details for explanations or descriptions.
LA.RST.11-12.2	Determine the central ideas, themes, or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
LA.RST.11-12.3	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
LA.RST.11-12.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics.
LA.RST.11-12.5	Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.
LA.RST.11-12.6	Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.
LA.RST.11-12.7	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
LA.RST.11-12.8	Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.

LA.RST.11-12.9	Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
LA.RST.11-12.10	By the end of grade 12, read and comprehend science/technical texts in the grades 11-CCR text complexity band independently and proficiently.
LA.WHST.11-12.1	Write arguments focused on discipline-specific content.
LA.WHST.11-12.1.A	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
LA.WHST.11-12.1.B	Develop claim(s) and counterclaims using sound reasoning and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
LA.WHST.11-12.1.C	Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
LA.WHST.11-12.1.E	Provide a concluding paragraph or section that supports the argument presented.
LA.WHST.11-12.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LA.WHST.11-12.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
TECH.8.1.12.A.CS1	Understand and use technology systems.
TECH.8.1.12.A.CS2	Select and use applications effectively and productively.
TECH.8.1.12.B.CS1	Apply existing knowledge to generate new ideas, products, or processes.
TECH.8.1.12.B.CS2	Create original works as a means of personal or group expression.
TECH.8.1.12.C.CS1	Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.
TECH.8.1.12.C.CS4	Contribute to project teams to produce original works or solve problems.
TECH.8.1.12.D.CS2	Demonstrate personal responsibility for lifelong learning.
TECH.8.1.12.E.CS1	Plan strategies to guide inquiry.
TECH.8.1.12.E.CS2	Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
TECH.8.1.12.E.CS4	Process data and report results.
TECH.8.1.12.F.CS2	Plan and manage activities to develop a solution or complete a project.
TECH.8.1.12.F.CS3	Collect and analyze data to identify solutions and/or make informed decisions.

ELA/Literacy & Math Standards

- • Assess the extent to which the claim that complex interactions in ecosystems maintain relatively consistent numbers and types of organisms in stable conditions, but changing conditions may result in a new ecosystem, is supported by reasoning and evidence.

- • Choose a level of accuracy appropriate to limitations on measurement when reporting quantities of the factors that affect biodiversity and populations in ecosystems.
- • Choose a level of accuracy appropriate to limitations on measurement when reporting quantities representing factors that affect carrying capacity of ecosystems at different scales.
- • Choose and interpret units consistently in formulas to determine effects on biodiversity and populations in ecosystems. Choose and interpret the scale and the origin in graphs and data displays representing the factors that affect biodiversity and populations in ecosystems.
- • Cite specific textual evidence to support analysis of science and technical texts supporting explanations of factors that affect carrying capacity of ecosystems at different scales, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.
- • Cite specific textual evidence to support claims that complex interactions in ecosystems maintain relatively consistent numbers and types of organisms in stable conditions, but changing conditions may result in a new ecosystem, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.
- • Cite specific textual evidence to support how factors affect biodiversity and populations in ecosystems of different scale, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.
- • Define appropriate quantities for the purpose of descriptive modeling of factors that affect carrying capacity of ecosystems at different scales.
- • Define appropriate quantities for the purpose of descriptive modeling of the factors that affect biodiversity and populations in ecosystems.
- • Develop and write explanations of factors that affect carrying capacity of ecosystems at different scales by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- • Evaluate reports of complex interactions and their effects on stability and change in ecosystems based on data showing numbers and types of organisms in stable conditions and in changing conditions.
- • Evaluate the validity of evidence and reasoning that support claims that complex interactions in ecosystems maintain relatively consistent numbers and types of organisms in stable conditions, but changing conditions may result in a new ecosystem, verifying the data when possible and corroborating or challenging conclusions with other sources of information.
- • Integrate and evaluate multiple sources of information presented in diverse formats and media in order to address claims that complex interactions in ecosystems maintain relatively consistent numbers and types of organisms in stable conditions, but changing conditions may result in a new ecosystem.
- • Represent claims that complex interactions in ecosystems maintain relatively consistent numbers and types of organisms in stable conditions, but changing conditions may result in a new ecosystem symbolically and manipulate the representing symbols. Make sense of quantities and relationships between complex interactions in ecosystems and ways in which ecosystems remain stable and ways in which they change.
- • Represent data relating to complex interactions in ecosystems and their effects on stability and change in ecosystems with plots on the real number line (graph).
- • Represent the factors that affect biodiversity and populations in ecosystems symbolically and manipulate the representing symbols. Make sense of quantities and relationships between different factors and their effects on biodiversity and populations in ecosystems.
- • Represent the factors that affect carrying capacity of ecosystems at different scales symbolically and manipulate the representing symbols. Make sense of quantities and relationships between different factors that affect carrying capacity of ecosystems at different scales.
- • Understand statistics as a process for making inferences about complex interactions in ecosystems and organism population parameters based on a random sample from that population.
- • Use a mathematical model to describe factors that affect carrying capacity of ecosystems at different scales. Identify important quantities in factors that affect carrying capacity of ecosystems at

different scales and map their relationships using tools. Analyze those relationships mathematically to draw conclusions, reflecting on the results and improving the model if it has not served its purpose.

- • Use a mathematical model to describe the factors that affect biodiversity and populations in ecosystems. Identify important quantities in factors that affect biodiversity and populations in ecosystems and map their relationships using tools. Analyze those relationships mathematically to draw conclusions, reflecting on the results and improving the model if it has not served its purpose.
- • Use units as a way to understand factors that affect biodiversity and populations in ecosystems.
- • Use units as a way to understand how factors affect the carrying capacity of ecosystems at different scales. Choose and interpret units consistently in formulas to determine carrying capacity. Choose and interpret the scale and origin in graphs and data displays showing factors that affect carrying capacity of ecosystems at different scales.
- • Write explanatory texts based on scientific procedures/experiments to explain how different factors affect biodiversity and populations in ecosystems at different scales.
- English Language Arts/Literacy
- Mathematics

Instructional Strategies, Learning Activities, Levels of Blooms / DOK

- additional help during tutoring/Delsea One
- animal behavior lab
- class discussion
- class notes
- demonstration
- ecological evaluation project
- ecology simulation lab
- human effects on environment project
- poster project
- predator / prey simulation lab
- slide presentation
- TED talk
- video clip
- webquest
- worksheets

Modifications

ELL Modifications

- Focus on domain specific vocabulary and keywords
- Group students

- K-W-L charts (what I know - what I want to know - what I've learned).
- Provide ELL students with multiple literacy strategies
- Repeat, reword, clarify
- Tap prior knowledge
- Use graphic organizer
- Use real objects when possible

IEP & 504 Modifications

- Focus on domain specific vocabulary and keywords
- modeling and showing lots of examples
- non-verbal redirection of behaviors
- providing study guides that don't lead the student to study too much extraneous information (less unnecessary details)/scaffolded study guides
- rewording questions so that there are not higher level vocabulary within the question (you are testing for understanding of the content not the ability to understand the question)

Gifted and Talented Modifications

- Ask students' higher level questions that require students to look into causes, experiences, and facts to draw a conclusion or make connections to other areas of learning.
- Determine where students' interests lie and capitalize on their inquisitiveness. (Is there a specific career they are interested in? How would this apply to their interest?)
- Encourage students to explore concepts in depth and encourage independent studies or investigations
- Evaluation of thesis statements
- Generating and testing hypotheses
- Graph analysis / interpretation
- Journal article analysis

At Risk Modifications

- additional help during tutoring/Delsea One/Academic Enrichment
- hands-on Instruction
- modeling and showing lots of examples
- review, restate, reword directions
- testing modifications

Alternative Assessments

Performance tasks

Project-based assignments

Problem-based assignments
Presentations
Reflective pieces
Concept maps
Case-based scenarios
Portfolios

Benchmark Assessments

Skills-based assessment
Reading response
Writing prompt
Lab practical

Formative Assessment

- exit ticket
- google survey
- Kahoot
- KWL form
- lesson summary
- previous class review
- question of the day
- Think-pair-share

Summative Assessment

- alternative assessment
- benchmark assessment / marking period assessment
- biomes project
- biomes quiz
- climate quiz
- ecology quiz
- ecology test
- energy flow quiz
- human impact quiz

Resources and Materials

- African Lions Activity: Students using the data presented to make a prediction regarding the zebra population during the periods of increase rainfall. Students will create a representation of the data that illustrates both the lion population and zebra population during the same time period.
mailto:<http://concord.org/stem-resources/african-lions-modeling-populations>
- Animal Behavior: Students will make detailed observations of an organism's behavior and then design and execute a controlled experiment to test a hypothesis about a specific case of animal behavior. Students will record observations, make sketches, collect and analyze data, make conclusions, and prepare a formal report. mailto:<http://concord.org/stem-resources/african-lions-modeling-populations>
- AP Classroom
- Biodiversity: Students use this lab to represent how biodiversity stops a disease from spreading.
<http://www.accessexcellence.org/AE/ATG/data/released/0534-KathyParis/>
- Bunny Population Growth Activity: Students collect data during a simulation and use it to support their explanation of natural selection in a rabbit population and how populations change over time when biotic or abiotic factors change. mailto:<https://phet.colorado.edu/en/simulation/natural-selection>
- Google Classroom
- textbook

Technology

- chromebooks
- <https://www.learner.org/courses/envsci/interactives/ecology/ecology.html>
- internet

TECH.8.1.12	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.1.12.B	Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.
TECH.8.1.12.C	Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
TECH.8.1.12.E	Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.
TECH.8.1.12.F	Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.
TECH.8.2.12.C	Design: The design process is a systematic approach to solving problems.