

# 2019 H CHEM Unit 7: Living Matter

Content Area: **Science**  
Course(s): **Chemistry**  
Time Period: **June**  
Length: **20 days**  
Status: **Published**

## Unit Overview:

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In this unit of study, students construct explanations for the role of energy in the cycling of matter in organisms. They apply mathematical concepts to develop evidence to support explanations of the interactions of photosynthesis and cellular respiration and develop models to communicate these explanations. The crosscutting concept of matter and energy provides students with insights into the structures and processes of organisms. Students are expected to develop and use models, plan and conduct investigations, use mathematical thinking, and construct explanations and design solutions as they demonstrate proficiency with the disciplinary core ideas.

## Enduring Understandings:

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- All living systems require constant input of free energy.
- Organisms capture and store free energy for use in biological processes.
- Organisms must exchange matter with the environment to grow, reproduce and maintain organization.
- The subcomponents of biological molecules and their sequence determine the properties of that molecule.

## Essential Questions:

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- How do elements of a sugar molecule combine with other elements and what molecules are formed?
- How does cellular respiration result in a net transfer of energy?
- How does photosynthesis transform light energy into stored chemical energy?

## Standards/Indicators/Student Learning Objectives (SLOs):

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- Construct and revise an explanation based on evidence for how carbon, hydrogen, and oxygen from sugar molecules may combine with other elements to form amino acids and/or other large carbon-based molecules. [Clarification Statement: Emphasis is on using evidence from models and simulations to support explanations.] [Assessment Boundary: Assessment does not include the details of the specific chemical reactions or identification of macromolecules.]
- Use a model to illustrate how photosynthesis transforms light energy into stored chemical energy. [Clarification Statement: Emphasis is on illustrating inputs and outputs of matter and the transfer and transformation of energy in photosynthesis by plants and other photosynthesizing organisms. Examples of models could include diagrams, chemical equations, and conceptual models.] [Assessment Boundary: Assessment does not include specific biochemical steps.]

- Use a model to illustrate that cellular respiration is a chemical process whereby the bonds of food molecules and oxygen molecules are broken and the bonds in new compounds are formed resulting in a net transfer of energy. [Clarification Statement: Emphasis is on the conceptual understanding of the inputs and outputs of the process of cellular respiration.] [Assessment Boundary: Assessment should not include identification of the steps or specific processes involved in cellular respiration.]
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| 9-12.HS-ETS1-3        | Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics, as well as possible social, cultural, and environmental impacts.            |
| 9-12.HS-ETS1-4        | Use a computer simulation to model the impact of proposed solutions to a complex real-world problem with numerous criteria and constraints on interactions within and between systems relevant to the problem.   |
| 9-12.HS-LS2-5         | Develop a model to illustrate the role of photosynthesis and cellular respiration in the cycling of carbon among the biosphere, atmosphere, hydrosphere, and geosphere.  |
| 9-12.HS-LS1-7         | Use a model to illustrate that cellular respiration is a chemical process whereby the bonds of food molecules and oxygen molecules are broken and the bonds in new compounds are formed, resulting in a net transfer of energy.  |
| 9-12.HS-LS1-6         | Construct and revise an explanation based on evidence for how carbon, hydrogen, and oxygen from sugar molecules may combine with other elements to form amino acids and/or other large carbon-based molecules.   |
| 9-12.HS-LS1-6.5.1     | Changes of energy and matter in a system can be described in terms of energy and matter flows into, out of, and within that system.  |
| 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-LS1-5.LS1.C.1 | The process of photosynthesis converts light energy to stored chemical energy by converting carbon dioxide plus water into sugars plus released oxygen.  |
| 9-12.HS-LS1-7.LS1.C.1 | As matter and energy flow through different organizational levels of living systems, chemical elements are recombined in different ways to form different products.  |
| 9-12.HS-LS1-6.LS1.C.1 | The sugar molecules thus formed contain carbon, hydrogen, and oxygen: their hydrocarbon backbones are used to make amino acids and other carbon-based molecules that can be assembled into larger molecules (such as proteins or DNA), used for example to form new cells. |
| 9-12.HS-LS1-6.LS1.C.2 | As matter and energy flow through different organizational levels of living systems, chemical elements are recombined in different ways to form different products.  |
| 9-12.HS-PS1-3         | Plan and conduct an investigation to gather evidence to compare the structure of substances at the bulk scale to infer the strength of electrical forces between particles.  |
| 9-12.HS-PS2-6         | Communicate scientific and technical information about why the molecular-level structure is important in the functioning of designed materials.  |

## Lesson Titles:

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- Biological Compounds
- Energy in Biochemical Reactions
- Photosynthesis
- Polymerization
- Respiration

## Career Readiness, Life Literacies & Key Skills

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WRK.K-12.P.1	Act as a responsible and contributing community members and employee.
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.

## Inter-Disciplinary Connections:

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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.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.D	Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

MA.A-CED.A.4	Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations.
LA.WHST.11-12.1.E	Provide a concluding paragraph or section that supports the argument presented.
MA.A-REI.A	Understand solving equations as a process of reasoning and explain the reasoning
MA.A-REI.D	Represent and solve equations and inequalities graphically
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.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	Technology Education, Engineering, Design, and Computational Thinking - Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.
TECH.8.2.12.C	Design: The design process is a systematic approach to solving problems.
TECH.8.2.12.E	Computational Thinking: Programming: Computational thinking builds and enhances problem solving, allowing students to move beyond using knowledge to creating knowledge.

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## **Instructional Strategies, Learning Activities, and Levels of Blooms/DOK:**

- Biochemical Compounds Activity
- Biochemical Reactions Project
- Cellular Respiration Notes
- Photosynthesis Notes
- Polymer Lab
- Polymerization Notes

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## **Modifications**

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## **ELL Modifications:**

- 1:1 testing
- Be flexible with time frames and deadlines
- Digital translators

- Group students
- Offer alternate/modify assessments
- Offer resources for specific topics in primary language
- Provide formal and informal verbal interaction to provide practice
- Provide multiple literacy strategies
- Repeat, reword, clarify
- Tap prior knowledge
- Use real objects when possible

## **IEP & 504 Modifications:**

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- Allowing student to edit with teacher comments the first attempt at a graded assignment
- Breaking up larger assignments into shorter tasks with clear deadlines for each section
- Less problems/questions per page or assignment
- Modeling and showing lots of examples
- Non-verbal redirection of behaviors
- Provide a copy of the notes from class
- Provide paraphrased or modified reading materials at the student's reading level
- Provide student with content vocab prior to lesson that includes that vocab
- Provide study guides that pare down the material to study
- Pull student(s) aside for individualized teaching by the special ed teacher
- Rewording questions
- Teach main concept multiple ways over multiple days or interactions

## **G&T Modifications:**

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- Allow generation and testing of hypotheses
- Ask students higher level questions to make conclusions and connections
- Employ differentiated curriculum to keep interest high
- Encourage further exploration of topics through reading or investigations
- Offer additional activities that solicit a deeper understanding of the material
- Offer opportunities for peer leadership or mentoring
- Provide additional challenging problems
- Provide different test items
- Provide opportunities for inquiry based learning
- Refrain from having them complete more work in the same manner
- Require graphical analysis and interpretation

## **At Risk Modifications**

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- Assign a peer to help keep the student on task
- Break tests down into smaller increments
- Check in with student often to keep on task
- If possible, one on one testing or oral exams
- Increase interaction time between you and the student
- Make directions and instruction short and simple
- Modify or reduce assignments
- Preferential seating
- Provide hands on tasks when applicable
- Regular communication with parents and guardians

## **Formative Assessment:**

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- Demonstration
- Exit ticket
- Google survey
- Image/Video clip
- Kahoot
- KWL form
- Lesson summary
- Object
- Previous class review
- Question of the day
- Think-pair-share

## **Summative Assessment:**

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- Biochemical Compounds Post Lab
- Biochemical Reactions Project
- Polymer Lab Report
- Quiz (Photosynthesis/Respiration)
- Test (Biochemistry)

## **Benchmark Assessment**

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Skills-based assessment

Reading response

Writing prompt

Lab practical

## Alternative Assessments

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

## Resources & Materials:

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- American Association for the Advancement of Science: <http://www.aaas.org/programs>
- National Science Teachers Association: <http://ngss.nsta.org/Classroom-Resources.aspx>

## Technology:

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- Chromebooks
- Concord Consortium: Virtual Simulations: <http://concord.org/>
- Graphing Calculators
- LoggerPro
- Phet: Interactive Simulations <https://phet.colorado.edu/>
- Temperature Probe

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.A	Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.
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.

