*Unit 1 - Intro to Biology / Biomolecules

Content Area: **Science**
Course(s): **Biology CP, Biology Honors, STEM Biology Honors**
Time Period: **September**
Length: **~4 - 5 Blocks**
Status: **Published**

Unit Summary

High school students are able to investigate explanations for the structure of biomolecules and their role in organisms. Students demonstrate their understanding through critical reading, using models, conducting investigations, and communicate these explanations. Students demonstrate the crosscutting concepts of structure and function, matter and energy, and systems and system models in organisms are called out as organizing concepts.

This unit is based on HS-LS1-6.

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Enduring Understandings

- Organisms need a constant supply of matter and energy in order to survive and reproduce.

Essential Questions

How do the structures of an organism enable life's functions?

How come you are what you eat... literally?

Student Learning Objectives (PE, SEP, DCI, CCC) & Aligned Standards

Performance Expectations

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. [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.]

HS-LS-1-7. Develop a model to describe how food is rearranged through chemical reactions forming new molecules that support growth and/or release energy as this matter moves through an organism. [Clarification Statement: Emphasis is on describing that molecules are broken apart and put back together and that in this process, energy is released.] [*Assessment Boundary: Assessment does not include details of the chemical reactions for photosynthesis or respiration.*]

Science and Engineering Practices

Constructing Explanations and Designing Solutions

- Construct and revise an explanation based on valid and reliable evidence obtained from a variety of sources (including students' own investigations, models, theories, simulations, peer review) and the assumption that theories and laws that describe the natural world operate today as they did in the past and will continue to do so in the future. (HS-LS1-6)

Developing and Using Models

- Developing and Using Models ○ Develop and use a model based on evidence to illustrate the relationships between systems or between components of a system.
- Use a model based on evidence to illustrate the relationships between systems or between components of a system.

Disciplinary Core Ideas

LS1.C: Organization for Matter and Energy Flow in Organisms

- 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. (HS-LS1-6)
- As matter and energy flow through different organizational levels of living systems, chemical elements are recombined in different ways to form different products. (HS-LS1-6)

Crosscutting Concepts

Energy and Matter

- 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. (HS-LS1-6)

SCI.9-12.4.2	When investigating or describing a system, the boundaries and initial conditions of the system need to be defined and their inputs and outputs analyzed and described using models.
SCI.9-12.4.3	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.
SCI.9-12.5.2	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.
SCI.9-12.5.4	Energy drives the cycling of matter within and between systems.
SCI.9-12.CCC.2	Cause and effect: Mechanism and explanation.
SCI.9-12.CCC.4	Systems and system models.
SCI.9-12.CCC.5	Energy and matter: Flows, cycles, and conservation.
SCI.9-12.CCC.7	Stability and change.
SCI.9-12.SEP.5	Using Mathematics and Computational Thinking
SCI.9-12.SEP.5.b	Use mathematical, computational, and/or algorithmic representations of phenomena or design solutions to describe and/or support claims and/or explanations.
SCI.9-12.SEP.6	Constructing Explanations and Designing Solutions
SCI.9-12.SEP.6.b	Construct and revise an explanation based on valid and reliable evidence obtained from a variety of sources (including students' own investigations, models, theories, simulations, peer review) and the assumption that theories and laws that describe the natural world operate today as they did in the past and will continue to do so in the future.
SCI.9-12.SEP.6.e	Design, evaluate, and/or refine a solution to a complex real-world problem, based on scientific knowledge, student-generated sources of evidence, prioritized criteria, and tradeoff considerations.
SCI.9-12.HS-ESS3	Earth and Human Activity
SCI.9-12.HS-ESS2	Earth's Systems
SCI.9-12.HS-ESS3-1	Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and changes in climate have influenced human activity.
SCI.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.
SCI.9-12.HS-LS2	Ecosystems: Interactions, Energy, and Dynamics
SCI.9-12.HS-LS1-1.6.1	Construct an explanation based on valid and reliable evidence obtained from a variety of sources (including students' own investigations, models, theories, simulations, peer review) and the assumption that theories and laws that describe the natural world operate today as they did in the past and will continue to do so in the future.
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.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.

Concepts & Formative Assessment

Introduction to Biology / Biomolecules

Part A: What are the basic chemical principles that affect living things?

Concepts

- **Biological macromolecules -**the large molecules necessary for life, include carbohydrates, lipids, nucleic acids, and proteins.
- Idenitify the functions of each of the four macromolecules.
- Identify the role of each in organisms.

Formative Assessment

Students who understand the concepts are able to:

- 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.

Resources

Macromolecules: Testing for presence of different macromolecules using food

https://www.nextgenscience.org/

Suggested Assessments

- Construct a model (create a diagram) that shows how monomers can form polymers (i.e. sugar)
- Vocabulary Assessment and Application of Vocabulary
- Performance Task - Explanatory Prompt

Connecting with English Language Arts Literacy and Mathematics

Connections to English Language Arts/Literacy-

RST.11-12.1 Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account. (HS-LS1-6),

WHST.9-12.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. (HS-LS1-6)

WHST.9-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (HS-LS1-6)

WHST.9-12.9 Draw evidence from informational texts to support analysis, reflection, and research. (HS-LS1-6)

Modifications

Teacher Note: Teachers identify the modifications that they will use in the unit. The unneeded modifications

can then be deleted from the list.

- Restructure lesson using UDL principals (http://www.cast.org/our-work/about-udl.html#.VXmoXcfD_UA)
- Structure lessons around questions that are authentic, relate to students' interests, social/family background and knowledge of their community.
- Provide students with multiple choices for how they can represent their understandings (e.g. multisensory techniques-auditory/visual aids; pictures, illustrations, graphs, charts, data tables, multimedia, modeling).
- Provide opportunities for students to connect with people of similar backgrounds (e.g. conversations via digital tool such as SKYPE, experts from the community helping with a project, journal articles, and biographies).
- Provide multiple grouping opportunities for students to share their ideas and to encourage work among various backgrounds and cultures (e.g. multiple representation and multimodal experiences).
- Engage students with a variety of Science and Engineering practices to provide students with multiple entry points and multiple ways to demonstrate their understandings.
- Use project-based science learning to connect science with observable phenomena.
- Structure the learning around explaining or solving a social or community-based issue.
- Provide ELL students with multiple literacy strategies.
- Collaborate with after-school programs or clubs to extend learning opportunities.

References

Adapted from the New Jesery NGSS Science Model Curriclum

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Connections to NJSLS

English Language Arts

- Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account. **RST.11-12.1** (HS-LS2-3)
- Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. **SL.11-12.5** (HS-LS1-5)
- 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. **RST.11-12.7**(HS-ETS1-3)

- 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. **RST.11-12.8** (HS-ETS1-3)
- 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. **RST.11-12.9** (HS-ETS1-3).

Mathematics

- Reason abstractly and quantitatively. **MP.2** (HS-LS2-4)
- Model with mathematics. **MP.4** (HS-LS2-4)
- Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays. **HSN-Q.A.1** (HS-LS2-4)
- Define appropriate quantities for the purpose of descriptive modeling. **HSN-Q.A.2** (HS-LS2-4)
- HSN-Q.A.3 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities. (HSLS2-4)