05 Ecology

Content Area: **Science**
Course(s): **Biology CP**
Time Period: **Semester 2**
Length: **7 weeks**
Status: **Published**

Standards

	Using Mathematics and Computational Thinking
	Energy and Matter
ESS3.C	Human Impacts on Earth Systems
ETS1.A	Defining and Delimiting Engineering Problems
	Cause and Effect
	Asking Questions and Defining Problems
	Stability and Change
	Engaging in Argument from Evidence
	Systems and System Models
	Constructing Explanations and Designing Solutions
	Developing and Using Models
HS-LS2-1	Use mathematical and/or computational representations to support explanations of factors that affect carrying capacity of ecosystems at different scales.
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.
LS2.A	Interdependent Relationships in Ecosystems
HS-LS2-4	Use mathematical representations to support claims for the cycling of matter and flow of energy among organisms in an ecosystem.
LS2.B	Cycles of Matter and Energy Transfer in Ecosystems
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.
LS2.C	Ecosystem Dynamics, Functioning, and Resilience
HS-LS2-7	Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity.
	Scale, Proportion, and Quantity
HS-LS4-6	Create or revise a simulation to test a solution to mitigate adverse impacts of human activity on biodiversity.
LS4.D	Biodiversity and Humans
HS-ESS2-2	Analyze geoscience data to make the claim that one change to Earth's surface can create feedbacks that cause changes to other Earth systems.
HS-ESS2-4	Use a model to describe how variations in the flow of energy into and out of Earth's systems result in changes in climate.
HS-ESS2-6	Develop a quantitative model to describe the cycling of carbon among the hydrosphere, atmosphere, geosphere, and biosphere.
HS-ESS3-1	Construct an explanation based on evidence for how the availability of natural resources,

	occurrence of natural hazards, and climate change have influenced human activity.
ESS3.B	Natural Hazards
ESS3.A	Natural Resources
HS-ESS3-3	Create a computational simulation to illustrate the relationships among management of natural resources, the sustainability of human populations, and biodiversity.
HS-ESS3-5	Analyze geoscience data and the results from global climate models to make an evidence-based forecast of the current rate of global or regional climate change and associated future impacts to Earth systems.
ESS3.D	Global Climate Change
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).
ESS2.D	Weather and Climate
HS-ETS1-1	Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants.
HS-ETS1-2	Design a solution to a complex real-world problem by breaking it down into smaller, more manageable problems that can be solved through engineering.
ETS1.C	Optimizing the Design Solution
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.
ETS1.B	Developing Possible Solutions

Enduring Understandings

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 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.

2. Photosynthesis and cellular respiration (including anaerobic processes) provide most of the energy for life processes. 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, and there is a limit to the number of organisms that an ecosystem can sustain.

3. The chemical elements that make up the molecules of organisms pass through food webs and into and out of the atmosphere and soil and are combined and recombined in different ways. At each link in an ecosystem, matter and energy are conserved; some matter reacts to release energy for life functions, some matter is stored in newly made structures, and much is discarded.

4. Competition among species is ultimately competition for the matter and energy needed for life.

5. Photosynthesis and cellular respiration are important components of the carbon cycle, in which carbon is exchanged between the biosphere, atmosphere, oceans, and geosphere through chemical, physical,

geological, and biological processes.

6. 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. Moreover, anthropogenic changes (induced by human activity) in the environment—including habitat destruction, pollution, introduction of invasive species, overexploitation, and climate change—can disrupt an ecosystem and threaten the survival of some species.

7. Biodiversity is increased by the formation of new species (speciation) and decreased by the loss of species (extinction). Biological extinction, being irreversible, is a critical factor in reducing the planet's natural capital. Humans depend on the living world for the resources and other benefits provided by biodiversity. But human activity is also having adverse impacts on biodiversity through overpopulation, overexploitation, habitat destruction, pollution, introduction of invasive species, and climate change. These problems have the potential to cause a major wave of biological extinctions—as many species or populations of a given species, unable to survive in changed environments, die out—and the effects may be harmful to humans and other living things. Thus sustaining biodiversity so that ecosystem functioning and productivity are maintained is essential to supporting and enhancing life on Earth. Sustaining biodiversity also aids humanity by preserving landscapes of recreational or inspirational value.

8. The foundation for Earth's global climate system is the electromagnetic radiation from the sun as well as its reflection, absorption, storage, and redistribution among the atmosphere, ocean, and land systems and this energy's reradiation into space. Climate change can occur when certain parts of Earth's systems are altered. Geological evidence indicates that past climate changes were either sudden changes caused by alterations in the atmosphere; longer term changes (e.g., ice ages) due to variations in solar output, Earth's orbit, or the orientation of its axis; or even more gradual atmospheric changes due to plants and other organisms that captured carbon dioxide and released oxygen. The time scales of these changes varied from a few to millions of years. Changes in the atmosphere due to human activity have increased carbon dioxide concentrations and thus affect climate (link to ESS3.D).

9. Global climate models incorporate scientists' best knowledge of physical and chemical processes and of the interactions of relevant systems. They are tested by their ability to fit past climate variations. Current models predict that, although future regional climate changes will be complex and varied, average global temperatures will continue to rise. The outcomes predicted by global climate models strongly depend on the amounts of human-generated greenhouse gasses added to the atmosphere each year and by the ways in which these gasses are absorbed by the ocean and the biosphere. Hence the outcomes depend on human behaviors (link to ESS3.D) as well as on natural factors that involve complex feedbacks among Earth's systems (link to ESS2.A).

10. Resource availability has guided the development of human society. All forms of energy production and other resource extraction have associated economic, social, environmental, and geopolitical costs and risks, as well as benefits. New technologies and regulations can change the balance of these factors.

11. Natural hazards and other geological events have shaped the course of human history by destroying buildings and cities, eroding land, changing the course of rivers, and reducing the amount of arable land. These events have significantly altered the sizes of human populations and have driven human migrations. Natural hazards can be local, regional, or global in origin, and their risks increase as

populations grow. Human activities can contribute to the frequency and intensity of some natural hazards.

12. The sustainability of human societies and the biodiversity that supports them requires responsible management of natural resources. Scientists and engineers can make major contributions—for example, by developing technologies that produce less pollution and waste and that preclude ecosystem degradation. When the source of an environmental problem is understood and international agreement can be reached, human activities can be regulated to mitigate global impacts (e.g., acid rain and the ozone hole near Antarctica).

13. Global climate models are often used to understand the process of climate change because these changes are complex and can occur slowly over Earth's history. Though the magnitudes of humans' impacts are greater than they have ever been, so too are humans' abilities to model, predict, and manage current and future impacts. Through computer simulations and other studies, important discoveries are still being made about how the ocean, the atmosphere, and the biosphere interact and are modified in response to human activities, as well as to changes in human activities. Thus science and engineering will be essential both to understanding the possible impacts of global climate change and to informing decisions about how to slow its rate and consequences—for humanity as well as for the rest of the planet.

14. Design criteria and constraints, which typically reflect the needs of the end-user of a technology or process, address such things as the product's or system's function (what job it will perform and how), its durability, and limits on its size and cost. Criteria and constraints also include satisfying any requirements set by society, such as taking issues of risk mitigation into account, and they should be quantified to the extent possible and stated in such a way that one can tell if a given design meets them. Humanity faces major global challenges today, such as the need for supplies of clean water and food or for energy sources that minimize pollution, which can be addressed through engineering. These global challenges also may have manifestations in local communities. But whatever the scale, the first thing that engineers do is define the problem and specify the criteria and constraints for potential solutions.

15. Complicated problems may need to be broken down into simpler components in order to develop and test solutions. 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. Testing should lead to improvements in the design through an iterative procedure. Both physical models and computers can be used in various ways to aid in the engineering design process. Physical models, or prototypes, are helpful in testing product ideas or the properties of different materials. Computers are useful for a variety of purposes, such as in representing a design in 3-D through CAD software; in troubleshooting to identify and describe a design problem; in running simulations to test different ways of solving a problem or to see which one is most efficient or economical; and in making a persuasive presentation to a client about how a given design will meet his or her needs.

16. The aim of engineering is not simply to find a solution to a problem but to design the best solution under the given constraints and criteria. Optimization can be complex, however, for a design problem with numerous desired qualities or outcomes. Criteria may need to be broken down into simpler ones that can be approached systematically, and decisions about the priority of certain criteria over others (trade-offs) may be needed. The comparison of multiple designs can be aided by a trade-off matrix. Sometimes a numerical weighting system can help evaluate a design against multiple criteria. When evaluating solutions, all relevant considerations, including cost, safety, reliability, and aesthetic, social, cultural, and environmental impacts, should be included. Testing should lead to design improvements through an iterative process, and computer simulations are one useful way of running such tests.

17. Modern civilization depends on major technological systems, including those related to agriculture, health, water, energy, transportation, manufacturing, construction, and communications. Engineers continuously modify these technological systems by applying scientific knowledge and engineering design practices to increase benefits while decreasing costs and risks. Widespread adoption of technological innovations often depends on market forces or other societal demands, but it may also be subject to evaluation by scientists and engineers and to eventual government regulation. New technologies can have deep impacts on society and the environment, including some that were not anticipated or that may build up over time to a level that requires attention or mitigation. Analysis of costs, environmental impacts, and risks, as well as of expected benefits, is a critical aspect of decisions about technology use.

Essential Questions

1. How and why do organisms interact with their environment and what are the effects of these interactions?
2. How do organisms interact with the living and nonliving environments to obtain matter and energy?
3. How do matter and energy move through an ecosystem?
4. What happens to ecosystems when the environment changes?
5. What is biodiversity, how do humans affect it, and how does it affect humans?
6. What regulates weather and climate?
7. How do Earth's surface processes and human activities affect each other?
8. How do humans depend on Earth's resources?
9. How do natural hazards affect individuals and societies?
10. How do humans change the planet?
11. How do people model and predict the effects of human activities on Earth's climate?
12. How do engineers solve problems?
13. What is a design for?
14. What are the criteria and constraints of a successful solution?
15. What is the process for developing potential design solutions?
16. How can the various proposed design solutions be compared and improved?

Knowledge and Skills

Knowledge:

1. Students will know that 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. (DCI LS2.A Interdependent Relationships in Ecosystems)

2. Students will know that 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. (DCI LS2.C Ecosystem Dynamics, Functioning, and Resilience)

3. Students will know that 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. (DCI LS2.B Cycles of Matter and Energy Transfer in Ecosystems)

4. Students will know that moreover, anthropogenic changes (induced by human activity) in the environment - including habitat destruction, pollution, introduction of invasive species, overexploitation, and climate change - can disrupt an ecosystem and threaten the survival of some species. (DCI LS2.C Ecosystem Dynamics, Functioning, and Resilience)

5. Students will know that biodiversity is increased by the formation of new species (speciation) and decreased by the loss of species (extinction). (DCI LS4.D Biodiversity and Humans)

6. Students will know that humans depend on the living world for the resources and other benefits provided by biodiversity. But human activity is also having adverse impacts on biodiversity through overpopulation, overexploitation, habitat destruction, pollution, introduction to invasive species, and climate change. Thus sustaining biodiversity so that ecosystem functioning and productivity are maintained is essential to supporting and enhancing life on Earth. Sustaining biodiversity also aids humanity by preserving landscapes of recreational or inspirational value. (DCI LS4.D Biodiversity and Humans)

7. Students will know that 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. (DCI ETS1.B Developing Possible Solutions)

8. Students will know that gradual atmospheric changes were due to plants and other organisms that captured carbon dioxide and released oxygen. (DCI ESS2.D Weather and Climate)

9. Students will know that changes in the atmosphere due to human activity have increased carbon

dioxide concentrations and thus affect climate. (DCI ESS2.D Weather and Climate)

10. Students will know that resource availability has guided the development of human society. (DCI ESS3.A Natural Resources)

11. Students will know that natural hazards and other geologic events have shaped the course of human history; [they] have significantly altered the sizes of human populations and have driven human migrations. (DCI ESS3.B Natural Hazards)

12. Students will know that though the magnitudes of human impacts are greater than they have ever been, so too are human abilities to model, predict, and manage current and future impacts. (DCI ESS3.D Global Climate Change)

13. Students will know that current models predict that, although future regional climate changes will be complex and varied, average global temperatures will continue to rise. The outcomes predicted by global climate models strongly depend on the amounts of human-generated greenhouse gasses. Added to the atmosphere each year and by the ways in which these gasses are absorbed by the ocean and biosphere. (DCI ESS2.D Weather and Climate)

14. Students will know that through computer simulations and other studies, important discoveries are still being made about how the ocean, the atmosphere, and the biosphere interact and are modified in response to human activities. (DCI ESS3.D Global Climate Change)

15. Students will know that criteria and constraints also include satisfying any requirements set by society, such as taking issues of risk mitigation into account, and they should be quantified to the extent possible and stated in such a way that one can tell if a given design meets them. (DCI ETS1.A Defining and Delimiting Engineering Problems)

16. Students will know that humanity faces major global challenges today, such as the need for supplies of clear water and good or for energy sources that minimize pollution, which can be addressed through engineering. These global challenges also may have manifestations in local communities. (DCI ETS1.A Defining and Delimiting Engineering Problems)

17. Students will know that criteria may need to be broken down into simpler ones that can be approached systematically, and decisions about the priority of certain criteria over others (trade offs) may be needed. (DCI ETS1.C Optimizing the Design Solution)

Skills:

1. Use mathematical and/or computational representations to support explanations of factors that affect carrying capacity of ecosystems at different scales.

2. Use mathematical representations to support and revise explanations based on evidence about factors affecting biodiversity and populations in ecosystems of different scales.

3. Use mathematical representations to support claims for the cycling of matter and flow of energy among organisms in an ecosystem.

4. 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.

5. Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity.

6. Create or revise a simulation to test a solution to mitigate adverse impacts of human activity on biodiversity.

7. Analyze geoscience data to make the claim that one change to Earth's surface can create feedback that causes changes to other Earth systems.

8. Use mathematical representations to support claims for the cycling of matter and flow of energy among organisms in an ecosystem.

9. Develop a quantitative model to describe the cycling of carbon among the hydrosphere, atmosphere, geosphere, and biosphere.

10. 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.

11. Create a computational simulation to illustrate the relationships among management of natural resources, the sustainability of human populations, and biodiversity.

12. Analyze geoscience data and the results from global climate models to make an evidence-based forecast of the current rate of global or regional climate change and associated future impacts to Earth systems.

13. Use a computational representation to illustrate the relationships among Earth systems and how those relationships are being modified due to human activity.

14. Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants.

15. Design a solution to a complex real world problem by breaking it down into smaller, more manageable problems that can be solved through engineering.

16. 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.

Resources

Core Resources:

Modern Biology by Holt, Rinehart & Winston

Supplemental Resources:

Unit 5: Ecology

- Case Study: The wolves of Isle Royale
- Trophic Levels Relay Race
- Biodiversity Experiments
- Succession Reading and Questions - 2020 edits
- Survivorship Curve Bubble Experiments
- Predator Prey graphing
- Population ecology simulation
- Random sampling with dandelions
- Symbiosis - the bobtail squid
- Symbiosis and energy use graphs

Assessments

https://docs.google.com/document/d/1wR7bQF-8AQoRrt0g4C3hKja0yjwDjC9_BiAmONWbTcI/edit?usp=sharing

Modifications

https://docs.google.com/document/d/1ODqaPP69YkcFiyG72fIT8XsUIe3K1VSG7nxuc4CpCec/edit?usp=sharing