

### **3. Unit 3- Ecology: Human Activity, Climate, and Biodiversity (Life, Earth and Space Science, Engineering Design) Copied from: Biology H/Lab (5.0) (Life Science), Copied on: 12/15/21**

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#### **Title Section**

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### **Department of Curriculum and Instruction**



**Belleville Public Schools**

**Curriculum Guide**

**Biology H, High School**

**Ecology: Human Activity, Climate, and Biodiversity**

**Belleville Board of Education**

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**Belleville, NJ 07109**

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Board Approved:

## **Unit Overview**

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In this unit of study, students examine factors that have influenced the distribution and development of human society; these factors include climate, natural resource availability, and natural disasters. Students use computational representations to analyze how earth systems and their relationships are being modified by human activity. Students also develop an understanding of how human activities affect natural resources and of the interdependence between humans and Earth's systems, which affect the availability of natural resources. Students will apply their engineering capabilities to reduce human impacts on earth systems and improve social and environmental cost–benefit ratios. The crosscutting concepts of cause and effect, systems and systems models, stability and change, and the influence of engineering, technology, and science on society and the natural world are called out as organizing concepts for the disciplinary core ideas. Students will analyze and interpret data, use mathematical and computational thinking, and construct explanations as they demonstrate understanding of the disciplinary core ideas.

In this unit of study, mathematical models provide support for students' conceptual understanding of systems and students' ability to design, evaluate, and refine solutions for reducing the impact of human activities on the environment and maintaining biodiversity. Students create or revise a simulation to test solutions for mitigating adverse impacts of human activity on biodiversity. Crosscutting concepts of systems and system models play a central role in students' understanding of science and engineering practices and core ideas of ecosystems. Mathematical models also provide support for students' conceptual understanding of systems and their ability to develop design solutions for reducing the impact of human activities on the environment and maintaining biodiversity.

## Enduring Understanding

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- Empirical evidence is required to differentiate between cause and correlation and make claims about how the availability of natural resources, occurrence of natural hazards, and changes in climate have influenced human activities
- Current models predict that, although future regional climate changes will be complex and will vary, average global temperatures will continue to rise.
- The outcomes predicted by global climate models strongly depend on the amounts of human-generated greenhouse gases are added to the atmosphere each year and by the ways in which these gases are absorbed by the ocean and biosphere.
- Although the magnitude of human impacts are greater than they have ever been, so too are human abilities to model, predict, and manage current and future impacts
- When evaluating solutions, it is important to take into account a range of constraints, including costs, safety, reliability, and aesthetics, and to consider social, cultural, and environmental impacts.

## Essential Questions

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- How do humans depend on Earth's resources?
- How and why do humans interact with their environment and what are the effects of these interactions?
- Would we treat our resources and life support system if we were on a rocket headed for Mars as we do in our community right now?
- How do human activities influence the global ecosystem?
- What are the relationships among earth's systems and how are those relationships being modified due to human activity?
- What is the current rate of global or regional climate change and what are the associated future impacts to Earth's systems?
- How can the impacts of human activities on natural systems be reduced?
- How might we change habits if we replaced the word "environment" with the word "life support system"?
- Does reducing human impacts on our global life support system require social engineering or mechanical engineering?
- Is the damage done to the global life support system permanent?

## Exit Skills

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By the end of this Unit Biology Students should be able to

- Construct an explanation based on valid and reliable evidence for how the availability of natural

resources, occurrence of natural hazards, and changes in climate have influenced human activity.

- Use a computational representation to illustrate the relationships among Earth systems and how these relationships are being modified due to human activity.
- Analyze geosciences 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.
- Quantify and model change and rates of change in geosciences data and rates of global or regional climate change and associated impacts to Earth systems.
- Evaluate or refine a technological solution that reduces impacts of human activities on natural systems based on scientific knowledge and student generated sources of evidence; prioritize criteria and trade-off considerations
- Relate exponential growth to human populations
- Compare and contrast resource use with sustainable development
- Analyze the importance of using Earth's resources wisely
- Devise ways to preserve biodiversity
- Theorize why developed countries leave a larger ecological footprint than underdeveloped nations

## **New Jersey Student Learning Standards (NJSL-S)**

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### **Interdisciplinary Connections**

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LA.RH.9-10.2	Determine the theme, central ideas, key information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
MA.S-IC.A	Understand and evaluate random processes underlying statistical experiments
LA.WHST.11-12.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
LA.WHST.11-12.5	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.
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.

LA.WHST.11-12.9	Draw evidence from informational texts to support analysis, reflection, and research.
CS.9-12.8.2.12.ETW.1	Evaluate ethical considerations regarding the sustainability of environmental resources that are used for the design, creation, and maintenance of a chosen product.
CS.9-12.8.2.12.ETW.2	Synthesize and analyze data collected to monitor the effects of a technological product or system on the environment.
CS.9-12.8.2.12.ETW.3	Identify a complex, global environmental or climate change issue, develop a systemic plan of investigation, and propose an innovative sustainable solution.
CS.9-12.8.2.12.ITH.1	Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints.
CS.9-12.8.2.12.ITH.2	Propose an innovation to meet future demands supported by an analysis of the potential costs, benefits, trade-offs, and risks related to the use of the innovation.
CS.9-12.8.2.12.ITH.3	Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.
CS.9-12.ETW	Effects of Technology on the Natural World
CS.9-12.ITH	Interaction of Technology and Humans
	Engineers use science, mathematics, and other disciplines to improve technology. Increased collaboration among engineers, scientists, and mathematicians can improve their work and designs. Technology, product, or system redesign can be more difficult than the original design.
	Development and modification of any technological system needs to take into account how the operation of the system will affect natural resources and ecosystems. Impacts of technological systems on the environment need to be monitored and must inform decision-making. Many technologies have been designed to have a positive impact on the environment and to monitor environmental change over time.
	Changes caused by the introduction and use of a new technology can range from gradual to rapid and from subtle to obvious, and can change over time. These changes may vary from society to society as a result of differences in a society's economy, politics, and culture.
	Decisions to develop new technology are driven by societal and cultural opinions and demands that differ from culture to culture.

## **Learning Objectives**

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Students who understand the concepts are able to:

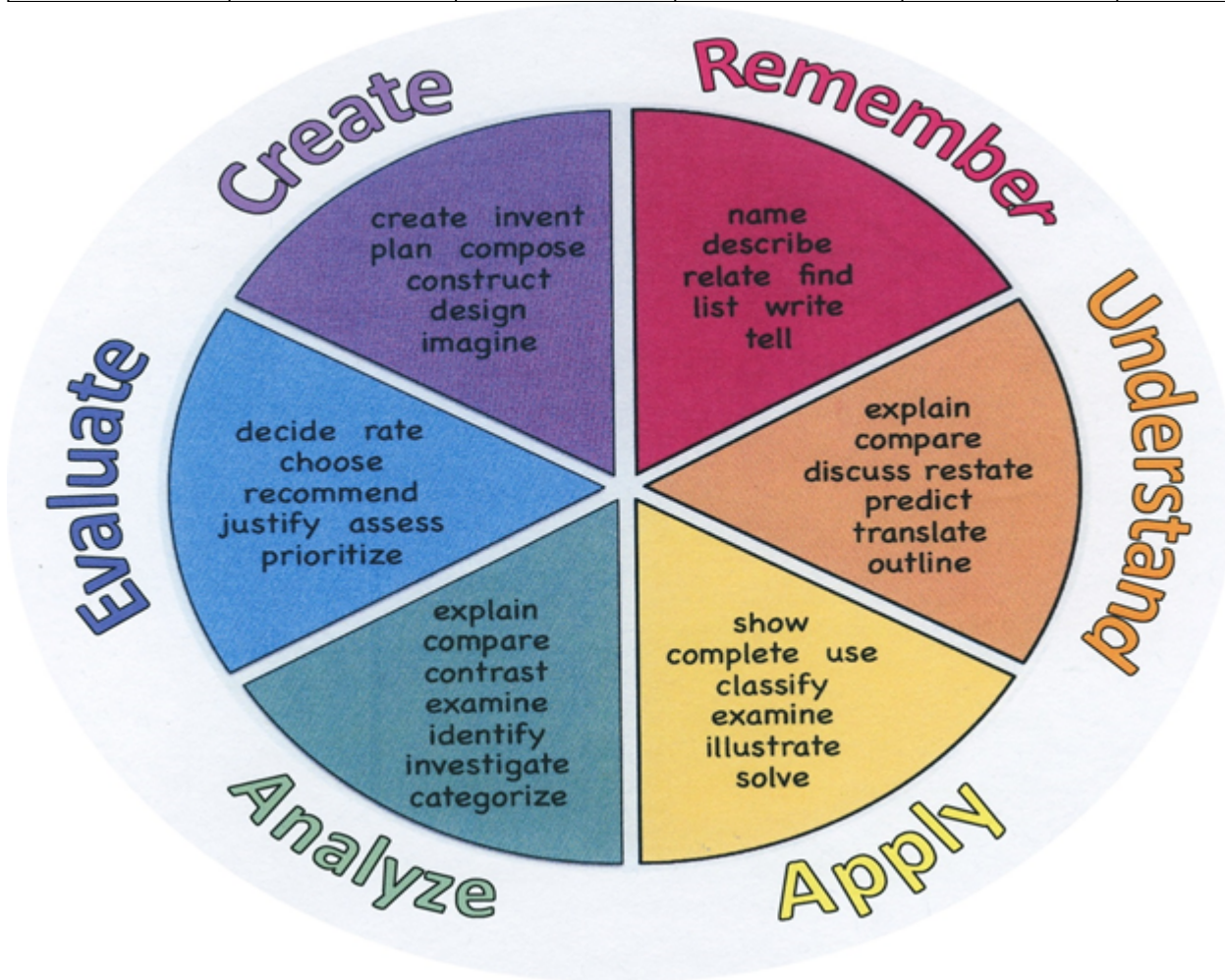
- Construct an explanation based on valid and reliable evidence for how the availability of natural resources, occurrence of natural hazards, and changes in climate have influenced human activity.
  
- Use a computational representation to illustrate the relationships among Earth systems and how these relationships are being modified due to human activity.
  
- Describe the boundaries of Earth systems.

- Analyze and describe the inputs and outputs of Earth systems.
- Analyze geosciences 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.
- Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity based on scientific knowledge, student-generated sources of evidence, prioritized criteria, and trade-off considerations.
- Construct explanations for how the environment and biodiversity change and stay the same when affected by human activity.
- Use empirical evidence to make claims about the impacts of human activity on biodiversity.
- Design a solution for a proposed problem related to threatened or endangered species or to genetic variation of organisms for multiple species.
- Analyze costs and benefits of a solution to mitigate adverse impacts of human activity on biodiversity
- Research and present the contribution of African-American biologists to science and society
- Research and present the contribution of LGBTQ+ biologists to science and society
- Research and present the effect of the Holocaust on life science
- Discuss the effect of global climate change on Earth’s environment

**Action Verbs:** Below are examples of action verbs associated with each level of the Revised Bloom's Taxonomy.

<b>Remember</b>	<b>Understand</b>	<b>Apply</b>	<b>Analyze</b>	<b>Evaluate</b>	<b>Create</b>
Choose	Classify	Choose	Categorize	Appraise	Combine
Describe	Defend	Dramatize	Classify	Judge	Compose
Define	Demonstrate	Explain	Compare	Criticize	Construct
Label	Distinguish	Generalize	Differentiate	Defend	Design
List	Explain	Judge	Distinguish	Compare	Develop
Locate	Express	Organize	Identify	Assess	Formulate
Match	Extend	Paint	Infer	Conclude	Hypothesize

Memorize	Give Examples	Prepare	Point out	Contrast	Invent
Name	Illustrate	Produce	Select	Critique	Make
Omit	Indicate	Select	Subdivide	Determine	Originate
Recite	Interrelate	Show	Survey	Grade	Organize
Select	Interpret	Sketch	Arrange	Justify	Plan
State	Infer	Solve	Breakdown	Measure	Produce
Count	Match	Use	Combine	Rank	Role Play
Draw	Paraphrase	Add	Detect	Rate	Drive
Outline	Represent	Calculate	Diagram	Support	Devise
Point	Restate	Change	Discriminate	Test	Generate
Quote	Rewrite	Classify	Illustrate		Integrate
Recall	Select	Complete	Outline		Prescribe
Recognize	Show	Compute	Point out		Propose
Repeat	Summarize	Discover	Separate		Reconstruct
Reproduce	Tell	Divide			Revise
	Translate	Examine			Rewrite
	Associate	Graph			Transform
	Compute	Interpolate			
	Convert	Manipulate			
	Discuss	Modify			
	Estimate	Operate			
	Extrapolate	Subtract			
	Generalize				
	Predict				



## **Suggested Activities & Best Practices**

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- Claim, Evidence, Reasoning Chart (CER) creation- Impact of Human Activity on Climate/Environment
- CER Population and Effects on Environment
- Renewable Energy Research Project
- Evaluating Online Resources (For Research Projects)
- Our Climate Our Future: Video Clips
- Human Population Growth Graphing Activity
- Eutrophication Lab
- Coral Reefs and Climate Change Data Analysis
- Carrying Capacity Activities
- 100 Ways to Save the Environment Discussion
- • Research and present the contribution of African-American biologists to science and society
- Research and present the contribution of LGBTQ+ biologists to science and society
- Research and present the effect of the Holocaust on life science
- Discuss the effect of global climate change on Earth's environment

## **Assessment Evidence - Checking for Understanding (CFU)**

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Assessments Generated using ExamView Test Generator and Test Bank from Miller/Levine Biology 2017 (Summative)

Common, Department Quarterly Benchmarks (Benchmark)

Oncourse Assessment Tools (Formative)

Do Now/Exit Ticket" Activity (Formative)

- Admit Tickets
- Common Benchmarks
- Compare & Contrast
- Create a Multimedia Poster
- Define
- Describe
- Evaluate

- Evaluation rubrics
- Exit Tickets
- Explaining
- Fist- to-Five or Thumb-Ometer
- Illustration
- Journals
- KWL Chart
- Learning Center Activities
- Multimedia Reports
- Newspaper Headline
- Outline
- Quickwrite
- Quizzes
- Red Light, Green Light
- Self- assessments
- Socratic Seminar
- Study Guide
- Surveys
- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share
- Top 10 List
- Unit review/Test prep
- Unit tests
- Web-Based Assessments
- Written Reports

## **Primary Resources & Materials**

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### **Prentice Hall: Biology**

Kenneth R Miller, Ph.D. - Joseph Levine, Ph.D. - New Jersey - Pearson Prentice Hall, Upper Saddle River - 2014, 2017

Upon completion of this section, please remove all remaining descriptions, notes, outlines, examples and/or illustrations that are not needed or used.

Please list all district-provided Primary Resources & Materials and/or those outside that are accessed with district resources.

## **Ancillary Resources**

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- [PearsonEasyBridge.com](http://PearsonEasyBridge.com)
- Chrome Book Projects/ Research/ Analysis
- Google Classroom
- On-line Databases via Media Center

## **Technology Infusion**

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- Research Using Online Databases for CER Chart Projects
- Utilize spreadsheet software (Excel, google sheets) for graphing data
- MS Powerpoint
- Google Drive
- Prezi
- Khan Academy
- Ted Talks
- Bozeman Science (Youtube)
- Windows Movie Maker
- Time Lapse
- Local Zoo
- Wikipedia
- Word Cloud Maker
- Memorylage

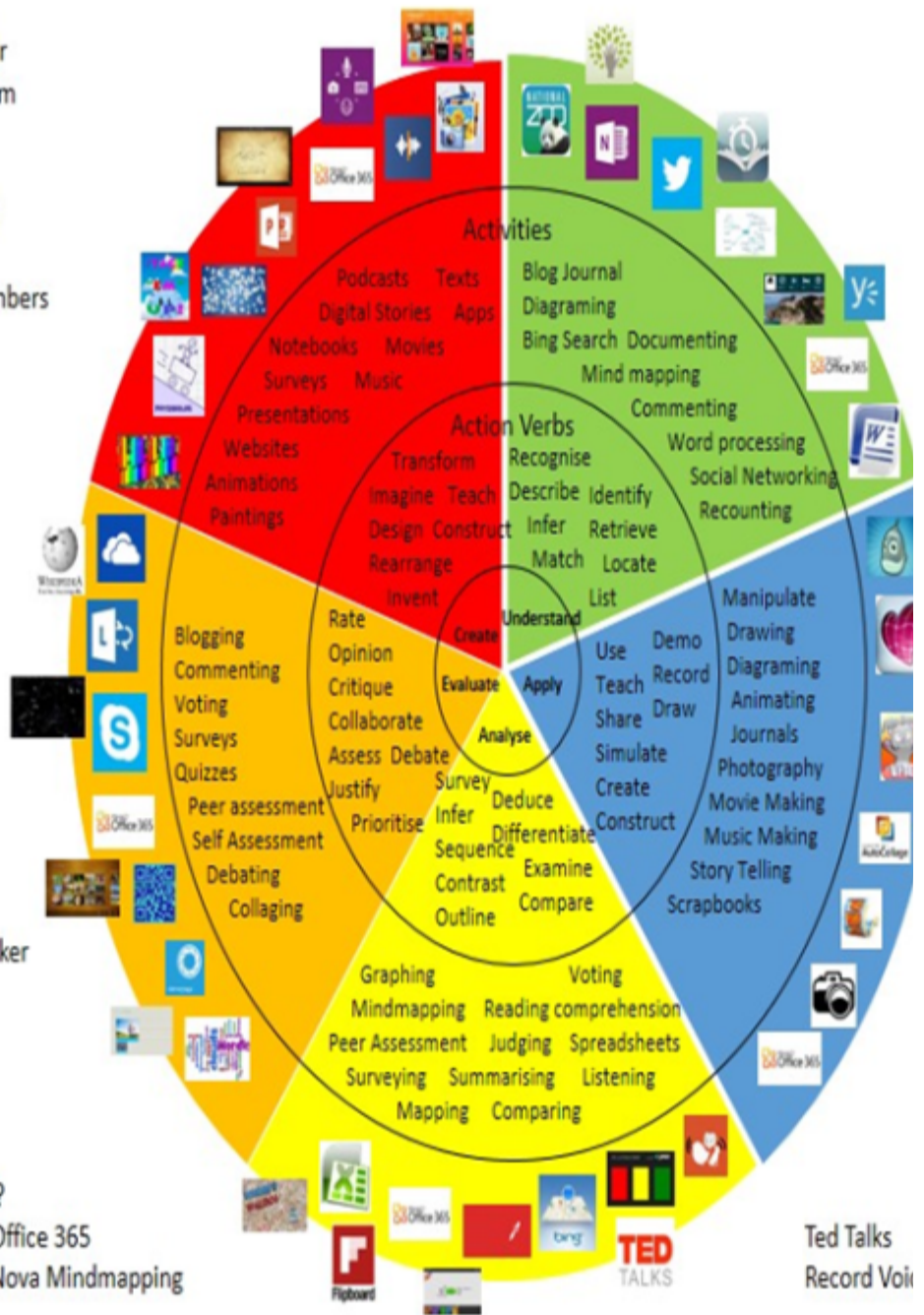
# Win 8.1 Apps/Tools Pedagogy Wheel

Podcasts  
 Photostory 3  
 Kid Story Builder  
 Music Maker Jam  
 Paint A Story  
 Office 365  
 MS PowerPoint  
 Stack 'Em Up  
 NqSquared Numbers  
 Physamajig  
 Xylophone 8

Wikipedia  
 Skydrive  
 Lync  
 SkyMap  
 Skype  
 Office 365  
 Puzzle Touch  
 Easy QR  
 Memorylage  
 Life Moments  
 Word Cloud Maker

Where's Waldo?  
 MS Excel  
 Flipboard  
 Office 365  
 Nova Mindmapping

Ted Talks  
 Record Voi



Originally taken from <http://www.coetail.com/vzimmer/files/2013/02/iPadagogy-Wheel.001.jpg>  
 And adapted for Windows 8.1 devices by Charlotte Beckhurst @CharBeckhurst

## **Alignment to 21st Century Skills & Technology**

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CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CAEP.9.2.12.C.3	Identify transferable career skills and design alternate career plans.
CAEP.9.2.12.C.4	Analyze how economic conditions and societal changes influence employment trends and future education.
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.B.CS1	Apply existing knowledge to generate new ideas, products, or processes.
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.

## **21st Century Skills/Interdisciplinary Themes**

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- Communication and Collaboration
- Creativity and Innovation
- Critical thinking and Problem Solving
- ICT (Information, Communications and Technology) Literacy
- Information Literacy
- Life and Career Skills
- Media Literacy

## **21st Century Skills**

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- Civic Literacy
- Environmental Literacy
- Global Awareness
- Health Literacy

## **Differentiation**

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Adjust evidence requirements for CER.

Provide exemplars of appropriate data.

### **Differentiations:**

- Small group instruction

- Small group assignments
- Extra time to complete assignments
- Pairing oral instruction with visuals
- Repeat directions
- Use manipulatives
- Center-based instruction
- Token economy
- Study guides
- Teacher reads assessments allowed
- Scheduled breaks
- Rephrase written directions
- Multisensory approaches
- Additional time
- Preview vocabulary
- Preview content & concepts
- Story guides
- Behavior management plan
- Highlight text
- Student(s) work with assigned partner
- Visual presentation
- Assistive technology
- Auditory presentations
- Large print edition
- Dictation to scribe
- Small group setting

### **Hi-Prep Differentiations:**

- Alternative formative and summative assessments
- Choice boards
- Games and tournaments
- Group investigations
- Guided Reading
- Independent research and projects
- Interest groups
- Learning contracts
- Leveled rubrics
- Literature circles
- Multiple intelligence options
- Multiple texts
- Personal agendas
- Project-based learning
- Problem-based learning
- Stations/centers
- Think-Tac-Toes
- Tiered activities/assignments
- Tiered products
- Varying organizers for instructions

## **Lo-Prep Differentiations**

- Choice of books or activities
- Cubing activities
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills
- Open-ended activities
- Think-Pair-Share
- Reading buddies
- Varied journal prompts
- Varied supplemental materials

## **Special Education Learning (IEP's & 504's)**

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Students are provided with written notes and digital copies of presentations, as well as hard copy and digital textbook access.

- printed copy of board work/notes provided
- additional time for skill mastery
- assistive technology
- behavior management plan
- Center-Based Instruction
- check work frequently for understanding
- computer or electronic device utilizes
- extended time on tests/ quizzes
- have student repeat directions to check for understanding
- highlighted text visual presentation
- modified assignment format
- modified test content
- modified test format
- modified test length
- multi-sensory presentation
- multiple test sessions
- preferential seating

- preview of content, concepts, and vocabulary
- Provide modifications as dictated in the student's IEP/504 plan
- reduced/shortened reading assignments
- Reduced/shortened written assignments
- secure attention before giving instruction/directions
- shortened assignments
- student working with an assigned partner
- teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes

## **English Language Learning (ELL)**

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Students are provided with glossary in their native language.

Spanish speaking students may utilize Spanish Edition of Textbook for in class assignments.

- teaching key aspects of a topic. Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarify
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning;
- allowing students to correct errors (looking for understanding)
- allowing the use of note cards or open-book during testing
- decreasing the amount of work presented or required
- having peers take notes or providing a copy of the teacher's notes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using computer word processing spell check and grammar check features
- using true/false, matching, or fill in the blank tests in lieu of essay tests

## **At Risk**

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Student provided access to digital learning tools via EasyBridge platform.

This should include virtual labs, presentations, videos, and practice questions.

- allowing students to correct errors (looking for understanding)
- teaching key aspects of a topic. Eliminate nonessential information
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning

- allowing students to select from given choices
- allowing the use of note cards or open-book during testing
- collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test.
- decreasing the amount of work presented or required
- having peers take notes or providing a copy of the teacher's notes
- marking students' correct and acceptable work, not the mistakes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using authentic assessments with real-life problem-solving
- using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify

## **Talented and Gifted Learning (T&G)**

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Students participate in 'Sustainable Design Project.'

Students design, execute, and report on an original hypothesis.

- Above grade level placement option for qualified students
- Advanced problem-solving
- Allow students to work at a faster pace
- Cluster grouping
- Complete activities aligned with above grade level text using Benchmark results
- Create a blog or social media page about their unit
- Create a plan to solve an issue presented in the class or in a text
- Debate issues with research to support arguments
- Flexible skill grouping within a class or across grade level for rigor
- Higher order, critical & creative thinking skills, and discovery
- Multi-disciplinary unit and/or project
- Teacher-selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities
- Utilize exploratory connections to higher-grade concepts
- Utilize project-based learning for greater depth of knowledge

## **Sample Lesson**

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Unit Name: Ecology: Human Activity, Climate, Biodiversity  
NJSLS: see Standards below

Interdisciplinary Connection: see Standards below

Statement of Objective: SWBAT research the effect of the Holocaust on the science of medicine and present his/her contribution to science and society as a small group project

Anticipatory Set/Do Now: Entrance ticket (MC&T/F): review of research techniques

Learning Activity: group research and oral/multimedia presentation activity

Student Assessment/CFU's: Entrance ticket, observation of research/visual presentation techniques using teacher checklist, rubric for presentation

Materials: Chromebooks with Google Classroom, posted lab activity worksheet, posted Use of Microscope refresher, microscopes, various slides of muscle tissue, sketch paper, pencils

21st Century Themes and Skills: see list below

Differentiation/Modifications: see list below

Integration of Technology: Chromebooks, internet access, Google Classroom, microscopes

21st Century Themes and Skills:

- Small group setting and instruction
- Preview content and concepts
- Group investigations
- Multisensory approach
- Behavior management plans
- Project-based learning
- Open-ended activities

Differentiations:

- Small group instruction
- Small group assignments
- Extra time to complete assignments
- Pairing oral instruction with visuals
- Repeat directions
- Use manipulatives
- Teacher reads assessments allowed
- Rephrase written directions
- Multisensory approaches
- Additional time
- Preview vocabulary
- Preview content & concepts
- Behavior management plan
- Highlight text
- Student(s) work with assigned partner
- Small group setting

#### Hi-Prep Differentiations:

- Group investigations
- Independent research and projects
- Multiple intelligence options
- Project-based learning
- Tiered activities/assignments

#### Lo-Prep Differentiations

- Exploration by interest
- Flexible grouping
- Goal setting with students
- Open-ended activities

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.

9-12.HS-LS1-1.LS1.A.1 Systems of specialized cells within organisms help them perform the essential functions of life.

9-12.HS-LS1-2 Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms.

9-12.HS-LS1-2.2.1 Develop and use a model based on evidence to illustrate the relationships between systems or between components of a system.

9-12.HS-LS1-2.LS1.A.1 Multicellular organisms have a hierarchical structural organization, in which any one system is made up of numerous parts and is itself a component of the next level.

9-12.HS-LS1-2.4.1 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.

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.WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

LA.WHST.11-12.1 Write arguments focused on discipline-specific content.

LA.WHST.11-12.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.