

# **Aquaponics-Life Science Grades 6-8 Copied from: Aquaponics, Copied on: 02/21/22**

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## **Title Section**

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## **Department of Curriculum and Instruction**



**Belleville Public Schools**

**Curriculum Guide**

# **Aquaponics Grades 6-8 Aquaponics Life Science**

**Belleville Board of Education**

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Board Approved:

## **Unit Overview**

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- Many of the poor have health problems from not getting enough food, while many people in affluent countries suffer health problems from eating too much.
- More sustainable food production involves reducing overgrazing and overfishing, irrigating more efficiently, using integrated pest management, promoting agrobiodiversity, and providing government subsidies only for more sustainable agriculture, fishing, and aquaculture.
- The greatest obstacles to providing enough food for everyone are poverty, political upheaval, corruption, war, and the harmful environmental effects of food production
- We can improve food security by creating programs to reduce poverty and chronic malnutrition, relying more on locally grown food, and cutting waste.
- Future food production may be limited by soil erosion and degradation, desertification, water and air pollution, climate change from greenhouse gas emissions, and loss of biodiversity.
- We have used high-input industrialized agriculture and lower-input traditional methods to greatly increase supplies of food.
- Much of the complex behavior of the Earth system can be thought of as cycles involving physical, chemical and biological processes that transfer components among various storage locations over time.

## **Enduring Understandings**

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- About 925 million people have health problems because they do not get enough to eat and 1.6 billion people face health problems from eating too much.
- Modern industrialized agriculture has a greater harmful impact on the environment than any other human activity.
- More sustainable forms of food production will greatly reduce the harmful environmental impacts of current systems while increasing food security and national security for all countries.
- More sustainable food production involves reducing overgrazing and overfishing, irrigating more efficiently, using integrated pest management, promoting agrobiodiversity, and providing government subsidies only for more sustainable agriculture, fishing, and aquaculture.
- We can sharply cut pesticide use without decreasing crop yields by using a mix of cultivation techniques, biological pest controls, and small amounts of selected chemical pesticides as a last resort (integrated pest management).
- Future food production may be limited by soil erosion and degradation, desertification, water and air pollution, climate change from greenhouse gas emissions, and loss of biodiversity.
- We have used high-input industrialized agriculture and lower-input traditional methods to greatly increase supplies of food.
- The greatest obstacles to providing enough food for everyone are poverty, political upheaval, corruption, war, and the harmful environmental effects of food production.

## **Essential Questions**

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- What is sustainability? What role does sustainability play in food production and food security?
- What is an aquaponics system?
- What organisms make up the community in the system?
- What role do plants, animals and microbes play?
- How do organisms depend on each other?

## Exit Skills

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- Use statistical analysis of data collected to make an argument based on purely scientific evidence
- Develop a vernacular of scientific terms and current environmental problems
- Data mine from scientific journals and articles evaluating their scientific methodology for validity
- Conduct scientific evidence gathering and analyze data
- Analyze a problem, developing hypothesis, and design a scientific experiment to test those hypothesis

## New Jersey Student Learning Standards (NJSL)

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SCI.6-8.MS-ETS1-2	Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem.
SCI.6-8.MS-ETS1-1	Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions.
SCI.6-8.MS-ETS1-3	Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success.
SCI.6-8.MS-ETS1-4	Develop a model to generate data for iterative testing and modification of a proposed object, tool, or process such that an optimal design can be achieved.
SCI.6-8.MS-LS2-5	Evaluate competing design solutions for maintaining biodiversity and ecosystem services.
SCI.6-8.MS-LS2-3	Develop a model to describe the cycling of matter and flow of energy among living and nonliving parts of an ecosystem.
SCI.6-8.MS-LS2-2	Construct an explanation that predicts patterns of interactions among organisms across multiple ecosystems.
SCI.6-8.MS-LS2-1	Analyze and interpret data to provide evidence for the effects of resource availability on organisms and populations of organisms in an ecosystem.
SCI.6-8.MS-LS2-4	Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations.

## Interdisciplinary Connections

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LA.RH.6-8.1	Cite specific textual evidence to support analysis of primary and secondary sources.
LA.RH.6-8.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
LA.RH.6-8.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
LA.RST.6-8.1	Cite specific textual evidence to support analysis of science and technical texts.
LA.RST.6-8.2	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.
LA.RST.6-8.3	Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.
LA.RST.6-8.4	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 6-8 texts and topics.
LA.RST.6-8.5	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.
LA.RST.6-8.6	Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.
LA.RST.6-8.7	Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).
LA.RST.6-8.8	Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.
LA.RST.6-8.9	Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.
LA.RST.6-8.10	By the end of grade 8, read and comprehend science/technical texts in the grades 6-8 text complexity band independently and proficiently.
LA.WHST.6-8.1	Write arguments focused on discipline-specific content.
MA.6.EE.A	Apply and extend previous understandings of arithmetic to algebraic expressions.
MA.6.EE.A.1	Write and evaluate numerical expressions involving whole-number exponents.
MA.6.EE.A.2	Write, read, and evaluate expressions in which letters stand for numbers.
MA.6.EE.B	Reason about and solve one-variable equations and inequalities.
MA.6.NS.B.2	Fluently divide multi-digit numbers using the standard algorithm.
MA.6.RP.A.1	Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities.
MA.6.RP.A.2	Understand the concept of a unit rate $a/b$ associated with a ratio $a:b$ with $b \neq 0$ , and use rate language in the context of a ratio relationship.
MA.6.RP.A.3	Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by

	reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations.
MA.7.EE.A	Use properties of operations to generate equivalent expressions.
MA.7.EE.B	Solve real-life and mathematical problems using numerical and algebraic expressions and equations.
MA.7.EE.B.4	Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities.
MA.7.SP.A	Use random sampling to draw inferences about a population.
MA.7.SP.B	Draw informal comparative inferences about two populations.
MA.8.F.A	Define, evaluate, and compare functions.
MA.8.EE.C.7a	Give examples of linear equations in one variable with one solution, infinitely many solutions, or no solutions. Show which of these possibilities is the case by successively transforming the given equation into simpler forms, until an equivalent equation of the form $x = a$ , $a = a$ , or $a = b$ results (where $a$ and $b$ are different numbers).
MA.8.EE.C.7b	Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms.
MA.8.EE.C.8a	Understand that solutions to a system of two linear equations in two variables correspond to points of intersection of their graphs, because points of intersection satisfy both equations simultaneously.
MA.8.EE.C.8b	Solve systems of two linear equations in two variables algebraically, and estimate solutions by graphing the equations. Solve simple cases by inspection.
MA.8.EE.C.8c	Solve real-world and mathematical problems leading to two linear equations in two variables.

## Learning Objectives

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- Use a model to illustrate how photosynthesis transforms light energy into stored chemical energy.
- Use mathematical representations to support claims for the cycling of matter and flow of energy among organisms in an ecosystem.
- Evaluate the role of oxygen on the uptake of root water and mineral nutrients.
- Review of photosynthesis and respiration.
- Draw connections between root to shoot ratios and nutrient requirements of plants.
- Analyze the role of transpiration and how to calculate a water transpiration budget and how much make-up water would need to be added to the fish tanks

## Suggested Activities & Best Practices

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Plan-

- Chapter Lesson Plans -
- Chapter Presentation -
- Bell Ringer - Fish Farms of the Future

### Central Case Studies

- 3D GeoTour -
- Extension of Reading
- Local Case Study -

### Labs and Activities

- Modeling Activity -
- Scientific Method Laboratory -
- Local Case Study
- 21 st Century Skills Online -

### Activities

- Guided Reading -
- Graphing Activity -
- Mapping -
- Writing Activity -

### Assessment

- Self Assessment
- Tests A and B
- Quizzes and Practice

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

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- Chapter Quizzes and Tests (Summative)
  - Socratic Questioning (Formative)
  - Lab Journal (Alternative)
  - Common Department Benchmark (Benchmark)
  - Oncourse Assessment Tools (Formative)
  - Do Now and Exit Tickets (Formative)
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- Admit Tickets
  - Common Benchmarks
  - Create a Multimedia Poster
  - DBQ
  - Define
  - Evaluate
  - Evaluation rubrics
  - Exit Tickets
  - Explaining
  - Multimedia Reports
  - Quizzes
  - Self- assessments
  - Surveys
  - Teacher Observation Checklist
  - Think, Pair, Share
  - Think, Write, Pair, Share
  - Unit Tests
  - Web-Based Assessments
  - Web-Based Assessments
  - Written Reports

## **Primary Resources & Materials**

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- Aquasource Aquaponics Curriculum

## **Ancillary Resources**

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- Teacher and Publisher supplied power points, notes, guides, labs, and worksheets
- Resource manuals
- Internet Resources
- Computer Activities

## **Technology Infusion**

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- Gizmos
- Near POD
- Google Classroom
- JamBoards

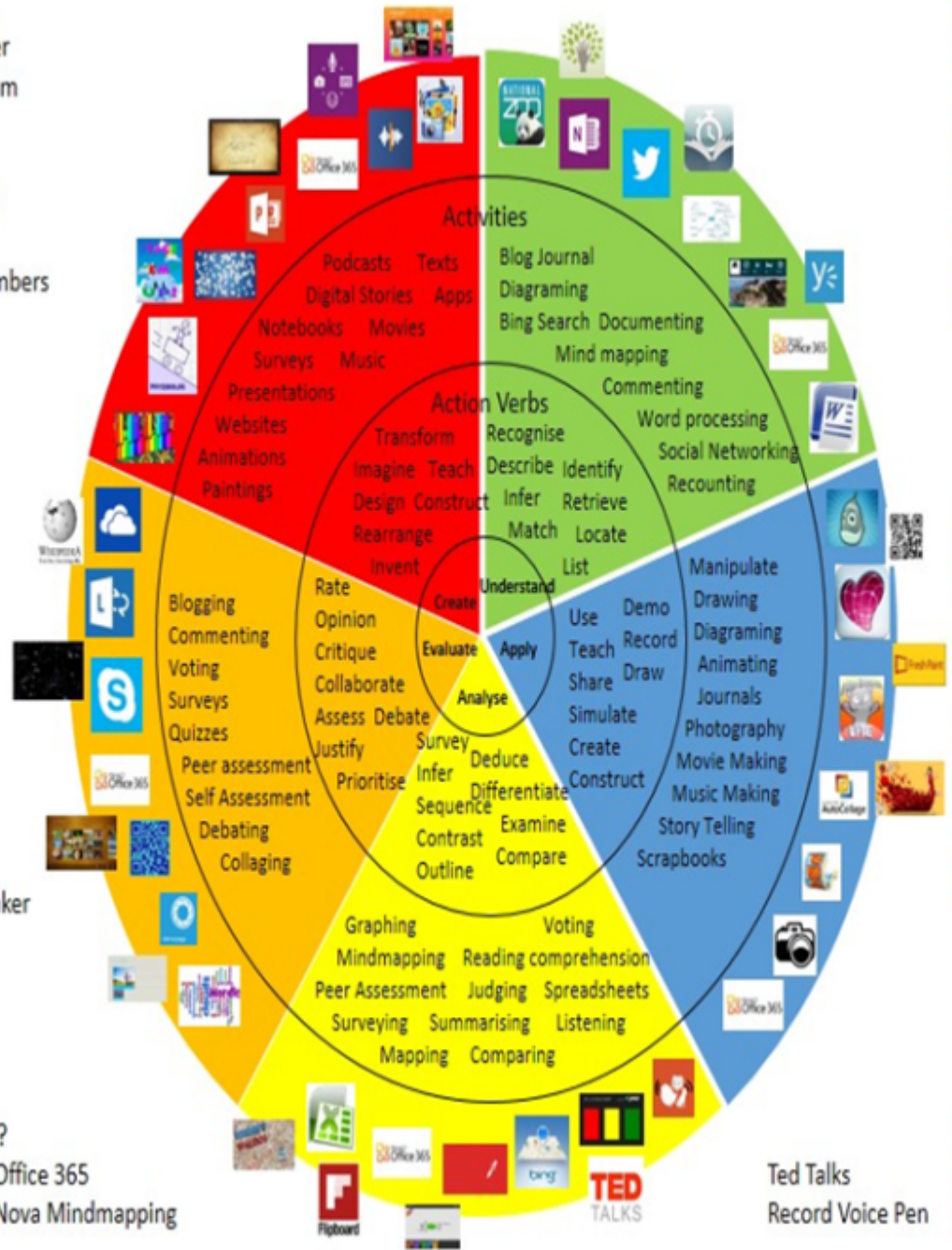
# Win 8.1 Apps/Tools Pedagogy Wheel

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 Voice Pen



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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- English Language Arts;
- Mathematics;
- Science and Scientific Inquiry (Next Generation);
- Social Studies, including American History, World History, Geography, Government and Civics, and Economics;
- World languages;
- Technology;
- Visual and Performing Arts.

TECH.8.1.8.A.1	Demonstrate knowledge of a real world problem using digital tools.
TECH.8.1.8.A.2	Create a document (e.g., newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.
TECH.8.1.8.A.3	Use and/or develop a simulation that provides an environment to solve a real world problem or theory.
TECH.8.1.8.A.4	Graph and calculate data within a spreadsheet and present a summary of the results.
TECH.8.1.8.A.CS1	Understand and use technology systems.
TECH.8.1.8.A.CS2	Select and use applications effectively and productively.
TECH.8.1.8.C.CS1	Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.
TECH.8.1.8.E.CS1	Plan strategies to guide inquiry.
TECH.8.1.8.E.CS2	Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
TECH.8.1.8.E.CS3	Evaluate and select information sources and digital tools based on the appropriateness for specific tasks.
TECH.8.1.8.E.CS4	Process data and report results.
TECH.8.1.8.F.1	Explore a local issue, by using digital tools to collect and analyze data to identify a solution and make an informed decision.
TECH.8.1.8.F.CS2	Plan and manage activities to develop a solution or complete a project.
TECH.8.1.8.F.CS3	Collect and analyze data to identify solutions and/or make informed decisions.
TECH.8.1.8.F.CS4	Use multiple processes and diverse perspectives to explore alternative.
TECH.8.2.8.E.1	Identify ways computers are used that have had an impact across the range of human activity and within different careers where they are used.

## 21st Century Skills/Interdisciplinary Themes

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- Communication and Collaboration
- Critical thinking and Problem Solving
- ICT (Information, Communications and Technology) Literacy

- Information Literacy
- Life and Career Skills
- Media Literacy

CAEP.9.2.8.B.1 Research careers within the 16 Career Clusters<sup>®</sup> and determine attributes of career success.

CAEP.9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

## **21st Century Skills**

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- Civic Literacy
- Environmental Literacy
- Financial, Economic, Business and Entrepreneurial Literacy
- Global Awareness
- Health Literacy

CAEP.9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

CAEP.9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.

CAEP.9.2.8.B.5 Analyze labor market trends using state and federal labor market information and other resources available online.

## **Differentiation**

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- Small Group Instruction
- Study Guides
- Project Based Learning

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

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- Quiz and Test Study Guides
- Graphic Organizers
- Powerpoints posted on google classroom

- 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
- multiple test sessions
- multi-sensory presentation
- 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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- Peer to assist students
- Allow tests and quizzes to be taken in ESL room with extra time
- Students allowed to use electronic devices for translation
- Word Lists provided

- 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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- Provide modified test
  - Tutoring times offered
  - Allow students to correct test for partial credit
  - Extended time for assignments
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- 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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- Provide enrichment articles and assignments
  - Allow students to complete independent study assignments
  - See addendum for Ted Talk
  - See addendum for Independent Research Project
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- 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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See Attached