# 4. Unit 4- Ecology: Matter and Energy Transformations and Interdependent Relationships in Ecosystems (Life Science) Copied from: Biology H/Lab (5.0) (Life Science), Copied on: 02/21/22

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## Department of Curriculum and Instruction

**Belleville Public Schools**

**Curriculum Guide**

# Biology H, High School

# Ecology: Matter and Energy Transformations and Interdependent Relationships in Ecosystems

**Belleville Board of Education**

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## Unit Overview

In this unit of study, students construct explanations for the role of energy in the cycling of matter in organisms and ecosystems. Students also understand organisms' interactions with each other and their physical environment and how organisms obtain resources. Students utilize the crosscutting concepts of matter and energy and systems, and system models to make sense of ecosystem dynamics. Students are expected to use students construct explanations for the role of energy in the cycling of matter in organisms and ecosystems. They apply mathematical concepts to develop evidence to support explanations as they demonstrate their understanding of the disciplinary core ideas.

In this unit of study, students formulate answers to the question "how and why do organisms interact with each other (biotic factors) and their environment (abiotic factors), and what affects these interactions?" Secondary ideas include the interdependent relationships in ecosystems; dynamics of ecosystems; and functioning, resilience, and social interactions, including group behavior. Students use mathematical reasoning and models to make sense of carrying capacity, factors affecting biodiversity and populations, the cycling of matter and flow of energy through systems. The crosscutting concepts of scale, proportion, and quantity and stability and change are called out as organizing concepts for the disciplinary core ideas. Students are expected to use mathematical reasoning and models to demonstrate proficiency with the disciplinary core ideas.

## Enduring Understanding

- Interactions within biological systems lead to complex properties.
- Energy cannot be created or destroyed—it only moves between one place and another place, between objects and/or fields, or between systems.
- 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.
- 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.
- Models (e.g., physical, mathematical, computer) can be used to simulate systems and interactions—including energy, matter, and information flows—within and between systems at different scales.
- Competition and  cooperation are important aspects of biological systems.
- Naturally occurring diversity among and between components within biological systems affects interactions with the environment.
- Ecosystems have carrying capacities, which are limits to the number of organisms and populations they can support
- Most scientific knowledge is quite durable, but is, in principle, subject to change based on new evidence and/or reinterpretation of existing evidence
- • 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.

## Essential Questions

- How does matter and energy cycle in ecosystems?
- What are the limitations of the model of a 'food chain?'
- How can the process of photosynthesis and respiration in a cell impact ALL of Earth’s systems?
- When they relocate bears, wolves, or other predators, how do they know that they will survive?
- What are the interrelationships between organisms and their environment and how do these relationships contribute to the stability of the ecosystem?
- What limits the number and types of different organisms that live in one place?
- How can a one or two inch rise in sea level devastate an ecosystem?
- How do matter and energy cycle through ecosystems?
- How do organisms interact with the living and nonliving environments to obtain matter and energy?

## Exit Skills

By the end of this Unit Students Should be able to:

- Compare and contrast abiotic and biotic factors
- Explain various ways that consumers obtain energy and nutrients
- Model how energy flows through ecosystems
- Model all biochemical cycles and explain their importance
- Identify factors that determine global climate
- Graph and interpret predator prey dynamics
- Summarize the different modes of ecological succession
- Identify various biomes on a world map
- List the major categories of aquatic ecosystems
- Calculate and graph different modes of population growth
- Identify limiting factors, that affect carrying capacity of a population

## New Jersey Student Learning Standards (NJSLS-S)

NextGen Science Standards

| | |
|---|---|
| 9-12.HS-LS2-8 | Evaluate evidence for the role of group behavior on individual and species' chances to survive and reproduce. |
| 9-12.HS-LS2-6 | Evaluate 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. |
| 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-LS2-4 | Use mathematical representations to support claims for the cycling of matter and flow of energy among organisms in an ecosystem. |
| 9-12.HS-LS2-1 | Use mathematical and/or computational representations to support explanations of factors that affect carrying capacity of ecosystems at different scales. |
| 9-12.HS-LS2-3 | Construct and revise an explanation based on evidence for the cycling of matter and flow of energy in aerobic and anaerobic conditions. |
| 9-12.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. |
| 9-12.HS-LS2-5.2.1 | Develop a model based on evidence to illustrate the relationships between systems or components of a system. |
| 9-12.HS-LS2-8.2.1 | students understand that empirical evidence is required to differentiate between cause and correlation and to make claims about specific causes and effects. They suggest cause |

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| | and effect relationships to explain and predict behaviors in complex natural and designed systems. They also propose causal relationships by examining what is known about smaller scale mechanisms within the system. They recognize changes in systems may have various causes that may not have equal effects. |
| 9-12.HS-LS2-2.3.1 | Using the concept of orders of magnitude allows one to understand how a model at one scale relates to a model at another scale. |
| 9-12.HS-LS2-1.3.1 | students understand the significance of a phenomenon is dependent on the scale, proportion, and quantity at which it occurs. They recognize patterns observable at one scale may not be observable or exist at other scales, and some systems can only be studied indirectly as they are too small, too large, too fast, or too slow to observe directly. Students use orders of magnitude to understand how a model at one scale relates to a model at another scale. They use algebraic thinking to examine scientific data and predict the effect of a change in one variable on another (e.g., linear growth vs. exponential growth). |
| 9-12.HS-LS2-5.4.1 | 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. |
| 9-12.HS-LS2-4.5.1 | Use mathematical representations of phenomena or design solutions to support claims. |
| 9-12.HS-LS2-3.5.1 | Energy drives the cycling of matter within and between systems. |
| 9-12.HS-LS2-1.5.1 | Use mathematical and/or computational representations of phenomena or design solutions to support explanations. |
| 9-12.HS-LS2-4.5.1 | 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-LS2-2.5.1 | Use mathematical representations of phenomena or design solutions to support and revise explanations. |
| 9-12.HS-LS2-3.6.1 | 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. |
| 9-12.HS-LS2-6.7.1 | students understand much of science deals with constructing explanations of how things change and how they remain stable. They quantify and model changes in systems over very short or very long periods of time. They see some changes are irreversible, and negative feedback can stabilize a system, while positive feedback can destabilize it. They recognize systems can be designed for greater or lesser stability. |
| 9-12.HS-LS2-8.7.1 | Evaluate the evidence behind currently accepted explanations to determine the merits of arguments. |
| 9-12.HS-LS2-6.7.1 | Evaluate the claims, evidence, and reasoning behind currently accepted explanations or solutions to determine the merits of arguments. |
| 9-12.HS-LS2-1.LS2.A.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 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. |
| 9-12.HS-LS2-2.LS2.A.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 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. |
| 9-12.HS-LS2-5.LS2.B.1 | Photosynthesis and cellular respiration are important components of the carbon cycle, in |

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| | which carbon is exchanged among the biosphere, atmosphere, oceans, and geosphere through chemical, physical, geological, and biological processes. |
| 9-12.HS-LS2-3.LS2.B.1 | Photosynthesis and cellular respiration (including anaerobic processes) provide most of the energy for life processes. |
| 9-12.HS-LS2-4.LS2.B.1 | 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. |
| 9-12.HS-LS2-6.LS2.C.1 | 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. |
| 9-12.HS-LS2-8.LS2.D.1 | Group behavior has evolved because membership can increase the chances of survival for individuals and their genetic relatives. |
| 9-12.HS-LS2-5.PS3.D.1 | The main way that solar energy is captured and stored on Earth is through the complex chemical process known as photosynthesis. |

## Interdisciplinary Connections

| | |
|---|---|
| MA.K-12.2 | Reason abstractly and quantitatively. |
| MA.K-12.4 | Model with mathematics. |
| MA.N-Q.A.2 | Define appropriate quantities for the purpose of descriptive modeling. |
| MA.N-Q.A.3 | Choose a level of accuracy appropriate to limitations on measurement when reporting quantities. |
| 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.WHST.9-10.2 | Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. |
| LA.WHST.9-10.5 | 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. |

## Learning Objectives

Students who understand the concepts are able to:

• Construct and revise an explanation for the cycling of matter and flow of energy among organisms in an ecosystem using conceptual thinking and mathematical representations of phenomena.

• Use a mathematical model of stored energy in biomass to describe the transfer of energy from one trophic level to another and to show how matter and energy are conserved as matter cycles and energy flows through

ecosystems.

• Use a mathematical model to describe the conservation of atoms and molecules as they move through an ecosystem.

• Describe the cycling of matter and flow of energy through an ecosystem.

• Develop a model, based on evidence, to illustrate the roles of photosynthesis and cellular respiration in the cycling of carbon among the biosphere, atmosphere, hydrosphere, and geosphere.

• Use quantitative analysis to compare relationships among interdependent factors and represent their effects on the carrying capacity of ecosystems at different scales.

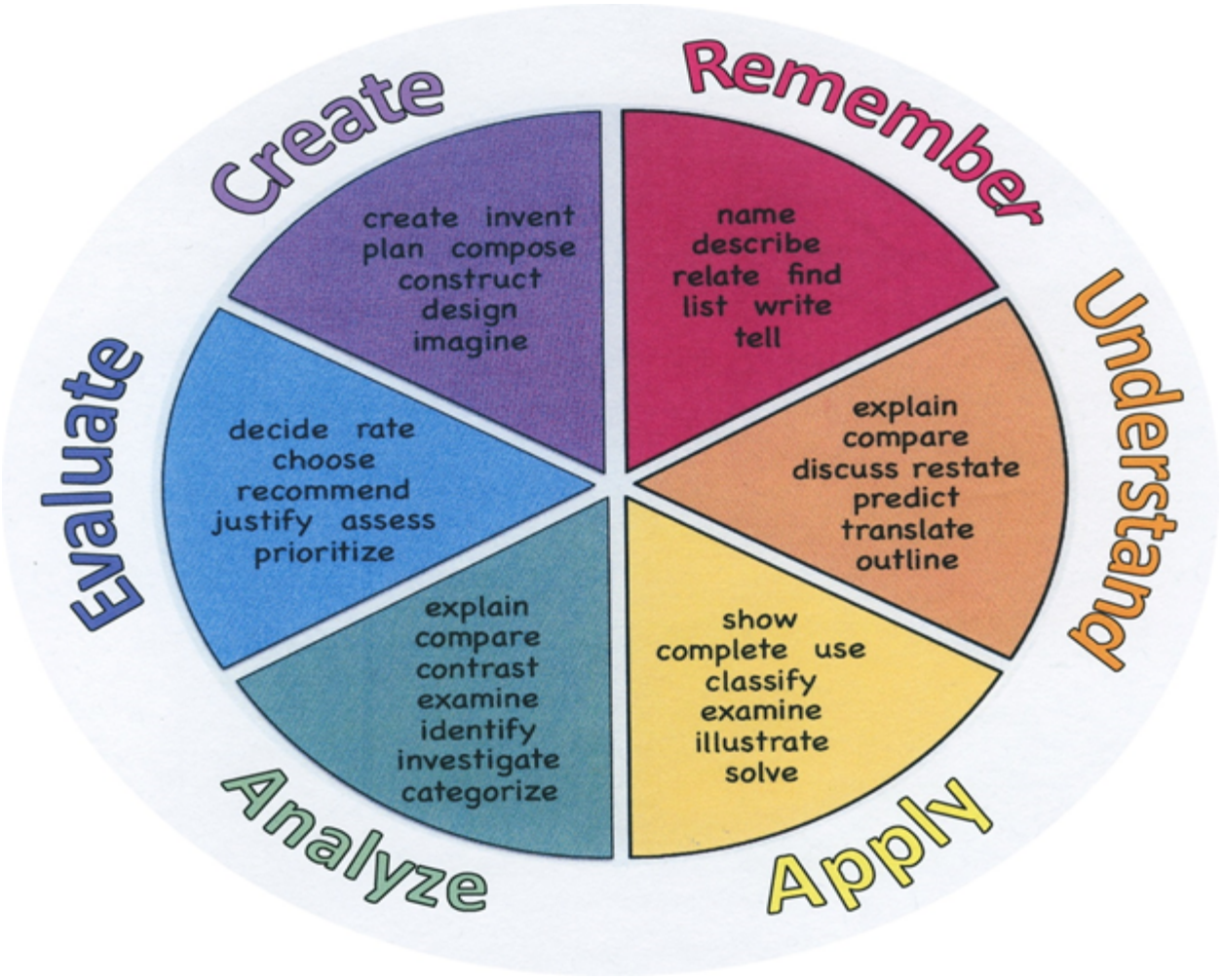
• Use mathematical representations to support and revise explanations based on evidence about factors affecting biodiversity and populations in ecosystems of different scales.

• Evaluate the claims, evidence, and reasoning that support the contention that complex interactions in ecosystems maintain relatively consistent numbers and types of organisms in stable conditions, but changing conditions may result in a new ecosystem.

• Construct explanations of how modest biological or physical changes versus extreme changes affect stability and change in ecosystems.

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

| Remember | Understand | Apply | Analyze | Evaluate | Create |
|---|---|---|---|---|---|
| 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

- Weather and Climate Venn Diagram
- Trophic Level Lab Activity
- Symbiotic Relationships Class Presentations
- Planet Earth: Pole to Pole Video Clips
- Construct a Food Web Activity
- Feeding Pyramids Reading and Analysis
- Ecological Succession Reading and Analysis
- Coral Reefs and Climate Change Journal
- Visit a Zoo! Food Web Activity
- Biome Travel Project
- Biogeochemical Cycles Station Activity
- Biome Travel Plans Activity
- Carbon Travels Simulation

## Assessment Evidence - Checking for Understanding (CFU)

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
- Anticipation Guide
- Common Benchmarks
- Compare & Contrast
- Create a Multimedia Poster
- DBQ's
- 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
- Question Stems
- 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

**Prentice Hall: Biology**

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

## Ancillary Resources

- PearsonEasyBridge.com
- Chrome Book Projects/ Research/ Analysis
- Google Classroom
- On-line Databases via Media Center

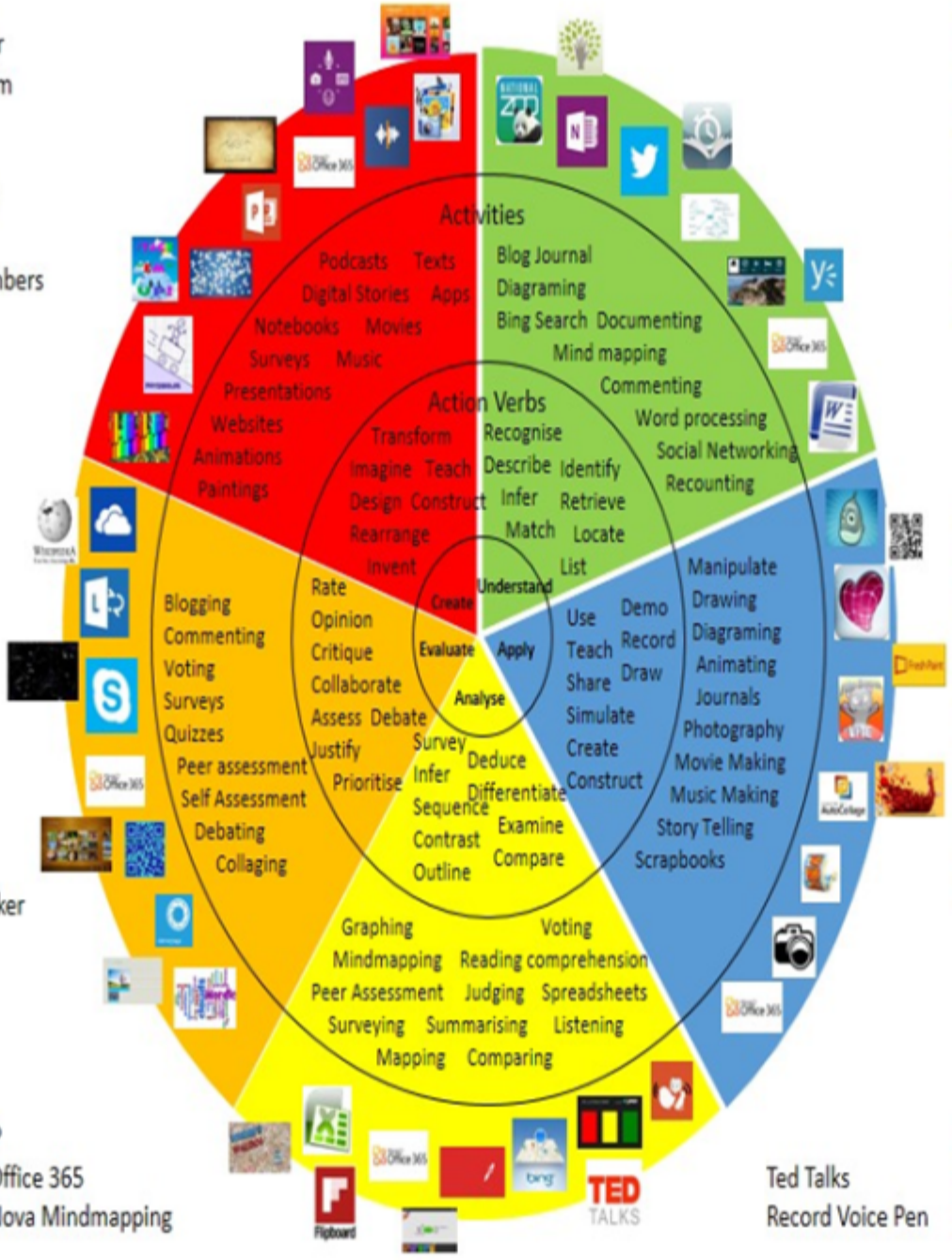
## Technology Infusion

- Virtual Labs- i.e.Constructing Food Webs
- Online Resources available via Easybride website

# 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 Office 365
Flipboard 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

| | |
|---|---|
| CRP.K-12.CRP2 | Apply appropriate academic and technical skills. |
| CRP.K-12.CRP3 | Attend to personal health and financial well-being. |
| CAEP.9.2.12.C.7 | Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace. |
| 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

- 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

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

## Differentiation

Allow different numbers and descriptions of organisms in creating food webs.

Selective Lab Grouping

**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)

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

Provide visual representation of organisms in food webs.

- 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)

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 clarif
- 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 workpresented 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

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 workpresented 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)

Students will prepare classroom presentation for preparation of Biome travel activity.

Students design, execute, and report an original lab experiment.

- 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

Sample Lesson Provided in Unit 1