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Department of Curriculum and Instruction

Belleville Public Schools

Curriculum Guide

Biology H, High School

Cells: Structure and Function, Specialization and Homeostasis, Matter and Energy Transformation

Belleville Board of Education

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Unit Overview

Students formulate an answer to the question "How do the structures of organisms enable life's functions?" Students investigate explanations for the structure and functions of cells as the basic unit of life, of hierarchical organization of interacting organ systems, and of the role of specialized cells for maintenance and growth. The crosscutting concepts of structure and function, matter and energy, and systems and system models are called out as organizing concepts for the disciplinary core ideas. Students use critical reading, modeling, and conducting investigations. Students also use the science and engineering practices to demonstrate understanding of the disciplinary core ideas.

In this unit of study, 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 of the interactions of photosynthesis and cellular respiration, and they will develop models to communicate these explanations. 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.

Enduring Understanding

- A cell's structure is adapted to its function. Millions of cells work together to maintain the functions necessary for life.
- Plants and other autotrophs, harness energy from the sun using the pigment chlorophyll. This process is called photosynthesis.
- Organisms that are heterotrophs, must consume other organisms in order to gain energy for life processes.
- A cell produces a new cell, by splitting into two, after following the steps of mitosis.

Essential Questions

- How do the structures of organisms enable life's functions?
- How do the unique properties of the four groups of organic compounds support the essential processes of life?
- How are the unique specializations found among cells able to promote and enable the specific function of various cell types?
- How are materials imported and exported from cells in order to maintain cellular homeostasis?
- How is energy harnessed, converted , and utilized in living systems?
- How do the laws of chemistry govern biological structure and function?
- Why do astrobiologists look for water on planets and not oxygen when they search for life on other planets?
- How can the process of photosynthesis and respiration in a cell impact ALL of Earth's systems?

Exit Skills

- Utilize a microscope to identify a variety of cell structures and cell types.
- Identify the functions of the major organelles of the cell.
- Recognize photosynthesis as an anabolic process.
- Summarize the process of photosynthesis.
- Design an experiment to investigate the factors which affect the rate of photosynthesis.
- Evaluate the importance of photosynthesis to living systems.
- Recognize Cell Respiration as a catabolic process
- Design an experiment to investigate the factors that influence the rate of respiration.
- Explain how an egg is fertilized and eventually develops into an organism

New Jersey Student Learning Standards (NJSLS-S)

NextGen Science Standards

9-12.HS-LS1-1	Construct an explanation based on evidence for how the structure of DNA determines the structure of proteins, which carry out the essential functions of life through systems of specialized cells.
9-12.HS-LS1-3	Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis.
9-12.HS-LS1-5	Use a model to illustrate how photosynthesis transforms light energy into stored chemical energy.
9-12.HS-LS1-4	Use a model to illustrate the role of cellular division (mitosis) and differentiation in producing and maintaining complex organisms.
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-LS1-7	Use a model to illustrate that cellular respiration is a chemical process whereby the bonds of food molecules and oxygen molecules are broken and the bonds in new compounds are formed, resulting in a net transfer of energy.
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-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-LS2-5	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-LS1-6	Construct and revise an explanation based on evidence for how carbon, hydrogen, and oxygen from sugar molecules may combine with other elements to form amino acids and/or other large carbon-based molecules.
9-12.HS-LS1-5.2.1	Use a model based on evidence to illustrate the relationships between systems or between components of a system.
9-12.HS-LS1-4.2.1	Use a model based on evidence to illustrate the relationships between systems or between components of a system.
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-LS1-7.2.1	Use a model based on evidence to illustrate the relationships between systems or between components of a system.
9-12.HS-LS1-3.3.1	Plan and conduct an investigation individually and collaboratively to produce data to serve as the basis for evidence, and in the design: decide on types, how much, and accuracy of data needed to produce reliable measurements and consider limitations on the precision of the data (e.g., number of trials, cost, risk, time), and refine the design accordingly.
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.
9-12.HS-LS1-4.4.1	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-LS2-5.4.1	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-LS1-7.5.1	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-LS1-5.5.1	Changes of energy and matter in a system can be described in terms of energy and matter flows into, out of, and within that system.
9-12.HS-LS2-3.5.1	Energy drives the cycling of matter within and between systems.
9-12.HS-LS2-4.5.1	Use mathematical representations of phenomena or design solutions to support claims.
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-LS1-6.5.1	Changes of energy and matter in a system can be described in terms of energy and matter flows into, out of, and within that system.
9-12.HS-LS1-6.6.1	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-LS1-1.6.1	students investigate systems by examining the properties of different materials, the structures of different components, and their interconnections to reveal the system's function and/or solve a problem. They infer the functions and properties of natural and designed objects and systems from their overall structure, the way their components are shaped and used, and the molecular substructures of their various materials.
9-12.HS-LS1-1.6.1	Construct an explanation based on valid and reliable evidence obtained from a variety of sources (including students' own investigations, models, theories, simulations, peer review) and the assumption that theories and laws that describe the natural world operate today as they did in the past and will continue to do so in the future.
9-12.HS-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-LS1-3.7.1	Feedback (negative or positive) can stabilize or destabilize a system.
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.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-LS1-3.LS1.A.1	Feedback mechanisms maintain a living system's internal conditions within certain limits and mediate behaviors, allowing it to remain alive and functional even as external

	conditions change within some range. Feedback mechanisms can encourage (through positive feedback) or discourage (negative feedback) what is going on inside the living system.
9-12.HS-LS1-1.LS1.A.2	All cells contain genetic information in the form of DNA molecules. Genes are regions in the DNA that contain the instructions that code for the formation of proteins, which carry out most of the work of cells.
9-12.HS-LS1-4.LS1.B.1	In multicellular organisms individual cells grow and then divide via a process called mitosis, thereby allowing the organism to grow. The organism begins as a single cell (fertilized egg) that divides successively to produce many cells, with each parent cell passing identical genetic material (two variants of each chromosome pair) to both daughter cells. Cellular division and differentiation produce and maintain a complex organism, composed of systems of tissues and organs that work together to meet the needs of the whole organism.
9-12.HS-LS1-5.LS1.C.1	The process of photosynthesis converts light energy to stored chemical energy by converting carbon dioxide plus water into sugars plus released oxygen.
9-12.HS-LS1-6.LS1.C.1	The sugar molecules thus formed contain carbon, hydrogen, and oxygen: their hydrocarbon backbones are used to make amino acids and other carbon-based molecules that can be assembled into larger molecules (such as proteins or DNA), used for example to form new cells.
9-12.HS-LS1-7.LS1.C.1	As matter and energy flow through different organizational levels of living systems, chemical elements are recombined in different ways to form different products.
9-12.HS-LS1-6.LS1.C.2	As matter and energy flow through different organizational levels of living systems, chemical elements are recombined in different ways to form different products.
9-12.HS-LS1-7.LS1.C.2	As a result of these chemical reactions, energy is transferred from one system of interacting molecules to another. Cellular respiration is a chemical process in which the bonds of food molecules and oxygen molecules are broken and new compounds are formed that can transport energy to muscles. Cellular respiration also releases the energy needed to maintain body temperature despite ongoing energy transfer to the surrounding environment.
9-12.HS-LS2-5.LS2.B.1	Photosynthesis and cellular respiration are important components of the carbon cycle, in which carbon is exchanged among the biosphere, atmosphere, oceans, and geosphere through chemical, physical, geological, and biological 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-LS2-3.LS2.B.1	Photosynthesis and cellular respiration (including anaerobic processes) provide most of the energy for life processes.
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-12.4	Model with mathematics.
MA.F-IF.C.7	Graph functions expressed symbolically and show key features of the graph, by hand in

	simple cases and using technology for more complicated cases.
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.
MA.F-BF.A.1	Write a function that describes a relationship between two quantities.
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.
LA.SL.11-12.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

Learning Objectives

Students who understand the concepts are able to:

• Construct an explanation for how the structure of DNA determines the structure of proteins, which carry out the essential functions of life through systems of specialized cells.

• Develop and use a model based on evidence to illustrate hierarchical organization of interacting systems that provide specific functions within multicellular organism.

• Develop and use a model based on evidence to illustrate the flow of matter and energy within and between systems of an organism at different scales.

• Plan and conduct an investigation individually and collaboratively to produce evidence that feedback mechanisms (negative and positive) maintain homeostasis.

• In the planning of the investigation, decide on the types, amount, and accuracy of the data needed to produce reliable measurements, consider limitations on the precision of the data, and refine the design accordingly.

• Use a model based on evidence to illustrate the role of cellular division (mitosis) and differentiation in producing and maintaining complex organisms.

• Use a model to illustrate the role of cellular division and differentiation in terms of energy, matter, and information flows within and between systems of cells/organisms.

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

- Bonding Basics Activities
- Water mini-lab
- pH Scale diagramming
- Molecular Modeling Lab
- Biomolecules Poster Activity
- Enzyme Lab
- Cells Alive! Webquest
- Phet Simulation Diffusion
- Egg Osmosis Demo
- Cells Introduction Lab Microscope
- Photosynthesis Virtual Lab
- Photosynthesis Graphing
- Life: Plants Video Clips
- Cellular Respiration Virtual Lab
- Cell Respiration Excersice Activity
- Mitosis Simulation

- Mitosis and Cancer Virtual Lab

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

- Phet Simulation Diffusion
- Webquests
- MS Powerpoint
- Google Drive
- Prezi
- Khan Academy
- Ted Talks
- Bozeman Science (Youtube)
- Windows Movie Maker
- Time Lapse
- Local Zoo

- Wikipedia
- Word Cloud Maker
- Memorylage



Alignment to 21st Century Skills & Technology

CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CAEP.9.2.12.C.3	Identify transferable career skills and design alternate career plans.
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.
TECH.8.1.12.E	Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.
TECH.8.1.12.F	Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

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

Provide Study Guides to review cell structures and functions.

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.

- 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 lead class implementation of dialysis lab.

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

Students perform experiments related to photosynthesis and respiration.

Students create 'bottle biomes' to demonstrate knowledge of energy transformation.

- 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