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Department of Curriculum and Instruction

Belleville Public Schools

Curriculum Guide

AP Environmental Science, 10-12

Unit 1 - Environmental Systems

Belleville Board of Education

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Unit Overview

- Identify the location and proper use of safety equipment including goggles, aprons, eye wash station, safety shower, fire blanket, fire extinguisher, first aid kit, fume hood, fire alarm, emergency exit plans, review of bomb and emergency drills and procedures
- Preventing pollution is more effective and less costly than cleaning up pollution; as our ecological footprints grow, we deplete and degrade more of the earth's natural capital; Living sustainably means living off earth's natural income without depleting or degrading the natural capital that supplies it.
- Ecosystems are the result of the interactions among Earth's biosphere, geosphere, atmosphere, and hydrosphere.
- Human activities have physical, chemical, and biological consequences for ecosystems; the magnitude of the impact depends in part on the sensitivity of the system to perturbation.
- Human activities have changed the Earth's land, oceans, and atmosphere, as well as its populations of plant and animal species.
- the life cycle of consumer goods the impact of unsustainable usage of goods and services in developed countries on developing countries and the overall environment.
- Life is sustained by the flow of energy from the sun through the biosphere, the cycling of nutrients within the biosphere, and gravity. Some organisms produce the nutrients they need, others get the

nutrients they need by consuming other organisms, and some recycle nutrients back to producers by decomposing the wastes and remains of organisms.

- Earth's atmosphere exchanges energy and matter within the Earth System through processes such as photosynthesis, the water cycle, biogeochemical cycles, the rock cycle and ocean currents. **
- Human activities, such as reducing the amount of forest cover, increasing the amount and variety of chemicals released into the atmosphere, and intensive farming, have changed the earth's land, oceans, and atmosphere. Some of these changes have decreased the capacity of the environment to support some life forms
- The biodiversity found in genes, species, ecosystems, and ecosystem processes is vital to sustaining life on earth. The scientific theory of evolution explains how life on earth changes over time through changes in the genes of populations. Populations evolve when genes mutate and give some individuals genetic traits that enhance their abilities to survive and to produce offspring with these traits (natural selection). Tectonic plate movements, volcanic eruptions, earthquakes, and climate change have shifted wildlife habitats, wiped out large numbers of species, and created opportunities for the evolution of new species. Human activities decrease the earth's biodiversity by causing the premature extinction of species and by destroying or degrading habitats needed for the development of new species. Species diversity is a major component of biodiversity and tends to increase the sustainability of some ecosystems.
- **:** Individuals and society must decide on proposals involving new research and the introduction of new technologies into society. Decisions involve assessment of alter natives, risks, costs, and benefits and consideration of who benefits and who suffers, who pays and gains, and what the risks are and who bears them.
- Life is adapted to conditions on the earth, including the force of gravity that enables the planet to retain an adequate atmosphere, and an intensity of electromagnetic waves from the sun that allows water to be present in the liquid state.
- Greenhouse gases in the atmosphere, such as carbon dioxide and water vapor, are transparent too much of the incoming sunlight but not to the infrared light from the warmed surface of the earth. When greenhouse gases increase, more thermal energy is trapped in the atmosphere, and the temperature of the earth increases the light energy radiated into space until it again equals the light energy absorbed from the sun.

Enduring Understanding

- The environment consists of many interacting systems in which there are dynamic consequences to upsetting the balanced equilibrium.
- Environmental Science is a problem-based, multidisciplinary science, which integrates the physical sciences, life sciences, and social sciences.
- Environmental Science is designed to provide students with the scientific principles, concepts and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems, both natural and human-made, and to evaluate the relative risks associated with these problems.
- A learning schedule and procedures are imperative to create a safe, structured, and enthusiastic

learning environment.

- Ecosystems are the result of the interactions among Earth's biosphere, geosphere, atmosphere, and hydrosphere.
- We can live more sustainably by relying more on solar energy, preserving biodiversity, and not disrupting the earth's natural chemical recycling processes.
- Major causes of environmental problems are population growth, wasteful and unsustainable resource use, and exclusion of harmful environmental costs from the market prices of goods and services.
- Our lives and economies depend on energy from the sun and natural resources and natural services (natural capital) provided by the earth.
- Scientific evidence is used for building, refining, and/or critiquing scientific explanations.
- Climate is influenced by interactions of multiple physical, chemical and biological factors, including human actions.

Essential Questions

- What methods are used to study environmental science?
- How are classroom expectations and rules needed to promote the process of science?
- How is scientific knowledge constructed?
- How does scientific knowledge benefit – deepen and broaden, from scientists sharing and debating ideas and information with peers?
- Why is it important to think in terms of systems of systems when considering environmental issues?
- To what extent can human behaviors impact our planet's environment?
- What is biodiversity and why is it important?
- What factors contribute to our ecological footprint?
- How have humans contributed to our Environmental Problems?
- What Is Pollution and what can we do about It?
- How are our ecological footprints affecting the Earth?
- What are the major components of the atmosphere?
- How does the Atmosphere relate to climate?
- What are the layers of the geosphere?
- How does the composition of earth explain plate tectonics and other geologic events such as volcanoes and earthquakes?
- What are the biotic and Abiotic factors that define an ecosystem?
- What are the characteristics of the aquatic and terrestrial biomes?
- Why is it important to think in terms of systems of systems when considering environmental issues?
- What is sustainability?

Exit Skills

- Analyze a problem, developing hypothesis, and design a scientific experiment to test those hypothesis
- 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

New Jersey Student Learning Standards (NJSLS-S)

NextGen Science Standards

HS-ETS1-1	Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants.
HS-ETS1-2	Design a solution to a complex real-world problem by breaking it down into smaller, more manageable problems that can be solved through engineering.
HS-ETS1-3	Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics, as well as possible social, cultural, and environmental impacts.
HS-ETS1-4	Use a computer simulation to model the impact of proposed solutions to a complex real-world problem with numerous criteria and constraints on interactions within and between systems relevant to the problem.
HS-LS1-3	Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis.
HS-LS2-1	Use mathematical and/or computational representations to support explanations of factors that affect carrying capacity of ecosystems at different scales.
HS-LS2-6	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.
HS-LS2-8	Evaluate evidence for the role of group behavior on individual and species' chances to survive and reproduce.
9-12.HS-ETS1-1.1.1	Analyze complex real-world problems by specifying criteria and constraints for successful solutions.
9-12.HS-ETS1-4.4.1	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-ETS1-4.5.1	Use mathematical models and/or computer simulations to predict the effects of a design solution on systems and/or the interactions between systems.
9-12.HS-ETS1-2.6.1	Design a solution to a complex real-world problem, based on scientific knowledge, student-generated sources of evidence, prioritized criteria, and tradeoff considerations.
9-12.HS-ETS1-3.6.1	Evaluate a solution to a complex real-world problem, based on scientific knowledge, student-generated sources of evidence, prioritized criteria, and tradeoff considerations.
9-12.HS-ETS1-1.ETS1.A.1	Criteria and constraints also include satisfying any requirements set by society, such as taking issues of risk mitigation into account, and they should be quantified to the extent

	possible and stated in such a way that one can tell if a given design meets them.
9-12.HS-ETS1-1.ETS1.A.2	Humanity faces major global challenges today, such as the need for supplies of clean water and food or for energy sources that minimize pollution, which can be addressed through engineering. These global challenges also may have manifestations in local communities.
9-12.HS-ETS1-4.ETS1.B.1	Both physical models and computers can be used in various ways to aid in the engineering design process. Computers are useful for a variety of purposes, such as running simulations to test different ways of solving a problem or to see which one is most efficient or economical; and in making a persuasive presentation to a client about how a given design will meet his or her needs.
9-12.HS-ETS1-3.ETS1.B.1	When evaluating solutions, it is important to take into account a range of constraints, including cost, safety, reliability, and aesthetics, and to consider social, cultural, and environmental impacts.
9-12.HS-ETS1-2.ETS1.C.1	Criteria may need to be broken down into simpler ones that can be approached systematically, and decisions about the priority of certain criteria over others (trade-offs) may be needed.
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 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-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-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-LS2-1.5.1	Use mathematical and/or computational representations of phenomena or design solutions to support explanations.
9-12.HS-LS1-3.7.1	Feedback (negative or positive) can stabilize or destabilize a system.
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	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-LS2-6.7.1	Evaluate the claims, evidence, and reasoning behind currently accepted explanations or solutions to determine the merits of arguments.
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-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-LS2-6.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.

Interdisciplinary Connections

LA.RH.11-12.1	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.
LA.RH.11-12.2	Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary of how key events, ideas and/or author's perspective(s) develop over the course of the text.
LA.RH.11-12.3	Evaluate various perspectives for actions or events; determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
LA.RH.11-12.4	Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
LA.RH.11-12.5	Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
LA.RH.11-12.6	Evaluate authors' differing perspectives on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

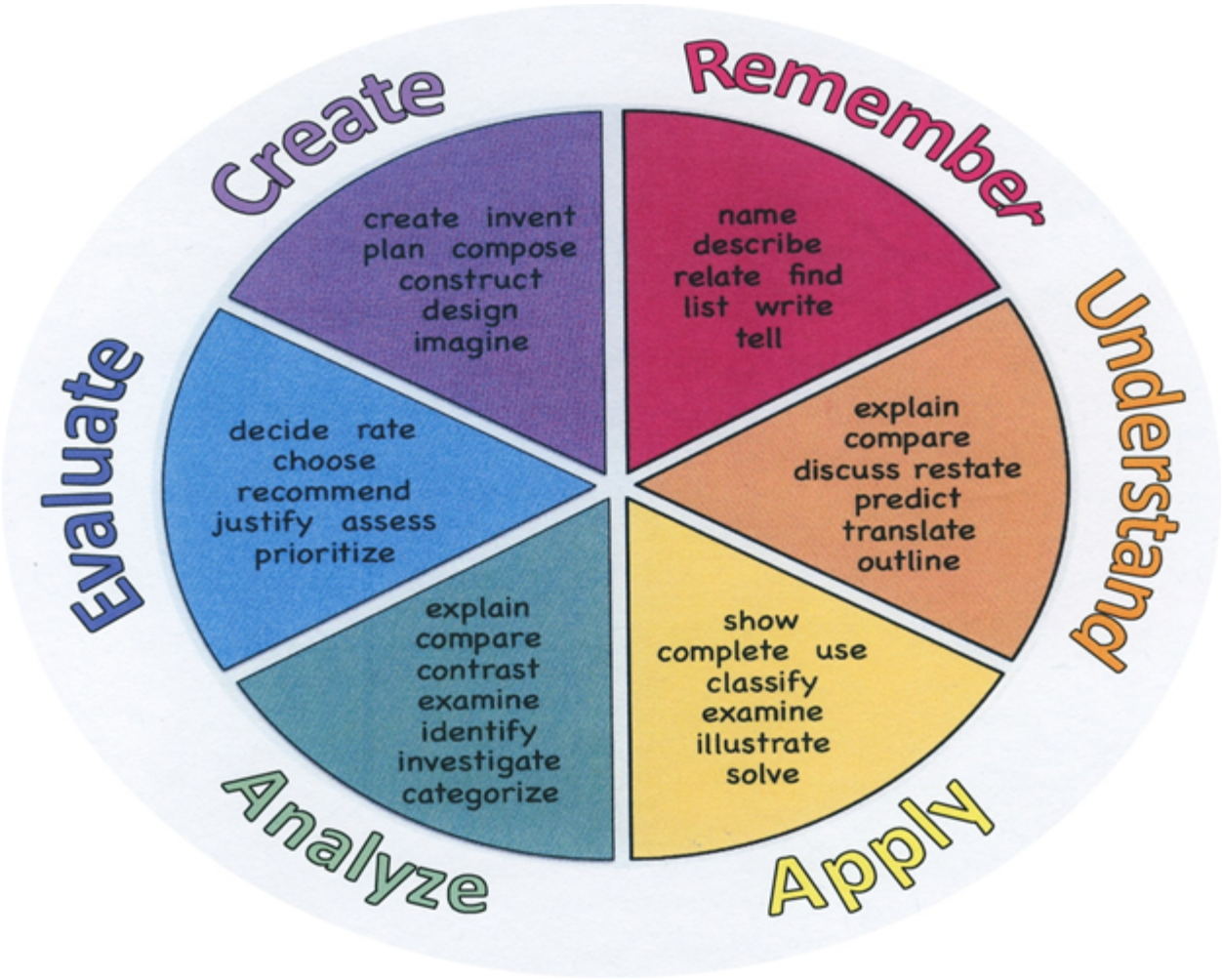
Learning Objectives

- Describe safety precautions and equipment in the laboratory
- Describe what to do in case of thermal burns, chemical burns, cuts, fainting, poisoning, and burns. Students will then demonstrate their knowledge of safe laboratory practices.
- Relate the role economics plays on the environment.
- Graph the average ecological footprints of several countries, select two countries with different sized footprints and research the lifestyles of the citizens of the several countries of varying GDP.

- Evaluate what aspects of lifestyles of the citizens of other countries, evaluating what aspects of lifestyle are most important in calculating an ecological footprint, and decide whether any lifestyle changes should or could be make to alter the value of the ecological footprint.
- Identify actions that can be taken to deal with the problem of consumption patterns and identify the five categories within the life cycle of consumer goods.
- Identify Earth's four major life-support components, identify the three factors sustain life on Earth, explaining how solar energy reaches the earth and how this connects to the climate. Students will analyze how humans have enhanced the natural system of the greenhouse affect.
- Define abiotic and biotic factors and how specific levels of matter interact with each other.
- Describe how the hydrogen cycle, carbon cycle, nitrogen cycle, phosphorous cycle, and sulfur cycle.
- Compare the short and long term consequences of a hypothetical environmental issue, explaining the impact the movement of tectonic plates can have on the environment, how and why biodiversity is important to humans, and describe several ways that species are being threatened with extinction
- Define the field of environmental science and discuss its importance.
- Identify ways in which humans have altered and continue to alter our environment.

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

Assessment Evidence - Checking for Understanding (CFU)

Assessments Generated using ExamView Test Generator and Test Bank from Toward a Sustainable Future 12e; Pearson Wright 7 Boorse 2014 (Summative)

Common, Department Quarterly Benchmarks (Benchmark)

Oncourse Assessment Tools (Formative)

Unit Test/Quiz (Summative)

"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

Environmental Science - Toward a Sustainable Future 12e; Pearson Wright 7 Boorse 2014

Principles of Environmental Engineering and Science; McGraw Hill Davis & Masten 2014

Ancillary Resources

Abbey, E. *Desert Solitaire.* (1985). New York: Random House Publishers, Inc.

Bormann, H. and Kellert, S. (1991). *Ecology, Economics, and Ethics: The Broken Circle.* CT: Yale University Press.

Brown, L.and Gardner, G. (1991). *Beyond Malthus.* New York:W.W. Norton and Company, Inc.

Carson, R. (2002). *Silent Spring.* New York: Houghton-Mifflin Company.

Cohen, J.E. (1996). *How Many People Can the Earth Support?* New York: W.W. Norton and Company, Inc.

Diamond, J. (2005). *Guns, Germs, and Steel.* New York: W. W. Norton and Company.

Eldredge, N. *(2000). Life in Balance: Humanity and Biodiversity.* New Jersey: Princeton University Press.

Fossey, D. (2000). *Gorillas in the Mist.* New York: First Mariner Books/Houghton Mifflin.

Garret, L. (1994). *The Coming Plague: Newly Emerging Diseases in a World Out of Balance.* USA: Penguin

Group.

Goodall, J. (2000). *A Reason for Hope.* New York: Grand Central Publishers.

Goodall, J. (2000). *In the Shadow of Man.* New York: Houghton Mifflin Harcourt.

Gore, A. (2000). *Earth in the Balance*. New York: Houghton- Mifflin, Company.

Harr, J. (1996). *A Civil Action.* New York: Knopf Publishers, Inc.

Kingsolver, B.(2003). *Small Wonder*. Philadelphia*:* Harper Collins Publishers.

Leopold, A. (1989). *A Sand Country Almanac.* New York: Oxford University Press.

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McPhee, J. (1990). *The Control of Nature.* New York: Farrar, Straus and Giroux.

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Rees, W. (1998). *Our Ecological Footprint: Reducing Human Impact on the Earth. British Columbia, Canada: New Society*

Publishers.

Reisner, M. (2003). *Cadillac Desert: The American West and Its Disappearing Water.* USA: Penguin Group.

Sessions, G. (1995). *Deep Ecology for the Twenty-First Century*. Boston: Shambhala Publications.

Steinberger, S. (1998). *Living Down Stream: Cancer and the Environment.* New York: Random House.

Todd, K. (2002). *Tinkering With Eden.* New York: W. W. Norton, Inc.

Turco, R. (2002). *Earth Under Siege: From Air Pollution to Global Change.* New York: Oxford University Press.

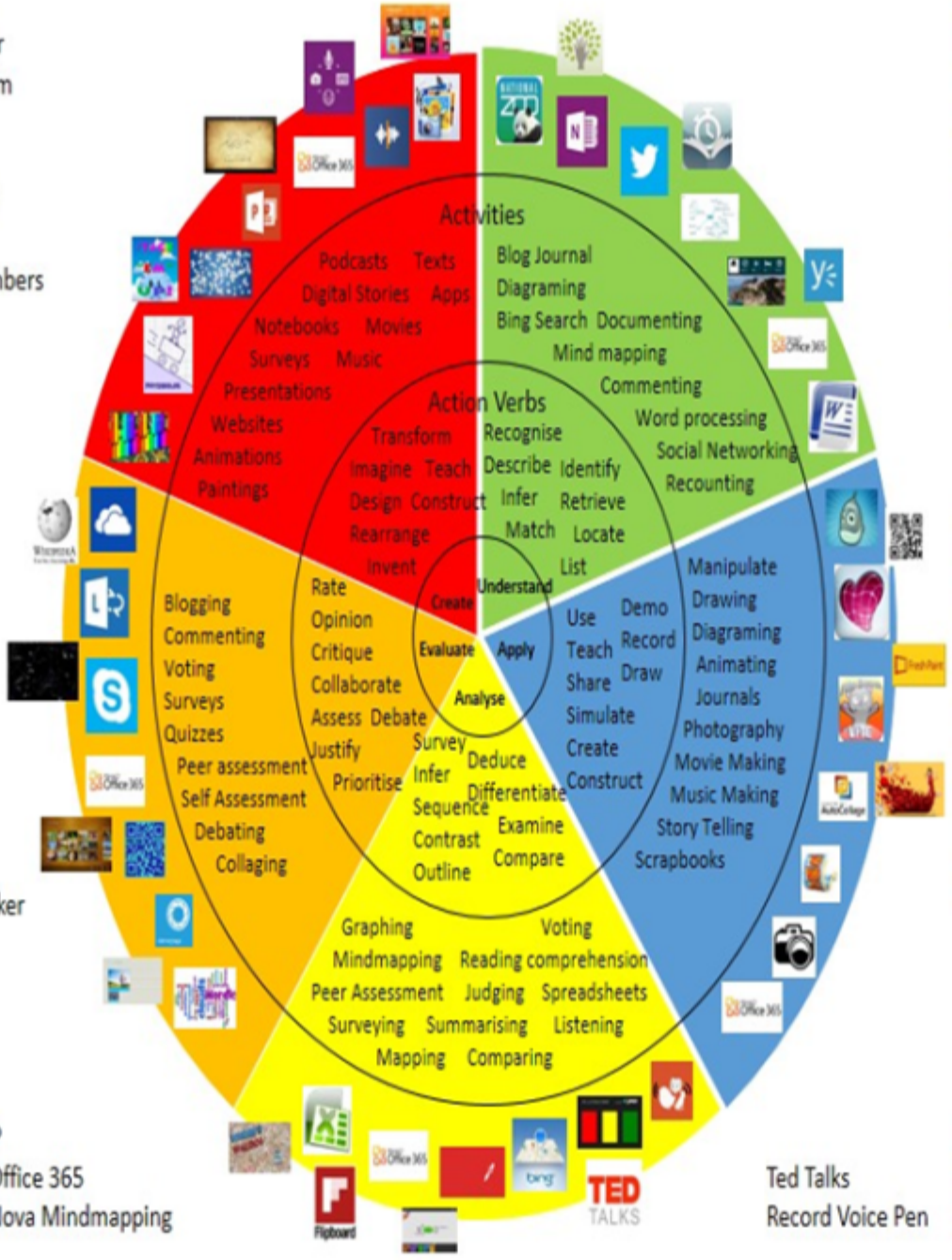
Wilson, E.O. (1999). *The Diversity of Life*. New York: W.W. Norton and Company, Inc.

Technology Infusion

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

- 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.

CRP.K-12.CRP1.1	Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
CRP.K-12.CRP5.1	Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.
CRP.K-12.CRP7.1	Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.
CRP.K-12.CRP8.1	Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the

	actions of others.
CRP.K-12.CRP11.1	Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
CRP.K-12.CRP12.1	Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.
TECH.8.1.12.A.4	Construct a spreadsheet workbook with multiple worksheets, rename tabs to reflect the data on the worksheet, and use mathematical or logical functions, charts and data from all worksheets to convey the results.
TECH.8.1.12.A.5	Create a report from a relational database consisting of at least two tables and describe the process, and explain the report results.
TECH.8.1.12.A.CS2	Select and use applications effectively and productively.
TECH.8.1.12.B.CS1	Apply existing knowledge to generate new ideas, products, or processes.
TECH.8.1.12.C.CS1	Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.
TECH.8.1.12.C.CS2	Communicate information and ideas to multiple audiences using a variety of media and formats.
TECH.8.1.12.E.CS1	Plan strategies to guide inquiry.
TECH.8.1.12.E.CS2	Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
TECH.8.1.12.E.CS3	Evaluate and select information sources and digital tools based on the appropriateness for specific tasks.
TECH.8.1.12.E.CS4	Process data and report results.
TECH.8.1.12.F.CS3	Collect and analyze data to identify solutions and/or make informed decisions.
TECH.8.1.12.F.CS4	Use multiple processes and diverse perspectives to explore alternative solutions.
TECH.8.2.12.B.CS2	The effects of technology on the environment.

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

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)

- 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)

- 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

- 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)

- 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

Enduring Understandings:

Ecosystems are the result of the interactions among Earth's biosphere, geosphere, atmosphere, and hydrosphere. ***Life is sustained by the flow of energy from the sun through the biosphere, the cycling of nutrients within the biosphere, and gravity. Some organisms produce the nutrients they need (Autotrophs), others get the nutrients they need by consuming other organisms (heterotrophes), and some recycle nutrients back to producers by decomposing the wastes and remains of organisms (detritus feeders).***

Lesson Rational:

Essential Questions: What keeps us and other organisms alive?What Are the Major Components of an Ecosystem?

Objectives: Students will be able to: identify Earth's four major life-support components, identify the three factors sustain life on Earth, Explain how solar energy reaches the earth and how this connects to the climate. Students will analyze how humans have enhanced the natural system of the green-house affect. Students will be able to define abiotic and biotic factors and how specific levels of matter interact with each other. Students will be able to name at least 2 of each type of factor. Students will explain how ecology differs from environmental science.

Prior Knowledge: Students have taken Biology and Chemistry previous to this class.

Anticipatory Set: Energy Flow in Ecosystems: List three plants or animals and the animals that eat them; Also list any plants you know of that eat animals. Be sure to think about animals and plants on different continents.

Student Centered Inquiry-based Learning Procedure/Method: (Multiple Days)

1.) Anticipatory Set – see above

2.) Power Point

3.) Introduction to Plant Species Richness

4.) Introduction to Field Safety

Meaningful Closure: Socratic Questioning

Differentiation: Information presentation with be both didactic and practical.

Accommodations: Accommodations will be made as specified by IEP.

Pre, Formative and/or Summative Assessment Strategies Evaluations: Students will illustrate their

knowledge autotrophs and heterotrophs
Report, Reflect, Discuss:
Independent Practice/Upcoming Tasks: Plant Species Richness
Integrated Cross Disciplinary Lesson: English, Math, and Statistics