

# Unit 02: Ecology

Content Area: **Template**  
Course(s):  
Time Period: **Full Year**  
Length: **FY**  
Status: **Published**

## Standards Alignment

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### New Jersey Student Learning Standards

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LA.K-12.NJSLSA.R	Reading Key Ideas and Details
LA.K-12.NJSLSA.R1	Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
LA.K-12.NJSLSA.R2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
LA.K-12.NJSLSA.R9	Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
LA.K-12.NJSLSA.R10	Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
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.RST.11-12.2	Determine the central ideas, themes, or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
LA.RST.11-12.9	Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
LA.RST.11-12.10	By the end of grade 12, read and comprehend science/technical texts in the grades 11-CCR text complexity band independently and proficiently.

### Integration of Career Readiness, Life Literacies and Key Skills

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CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP3	Attend to personal health and financial well-being.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP5	Consider the environmental, social and economic impacts of decisions.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP7	Employ valid and reliable research strategies.

CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP9	Model integrity, ethical leadership and effective management.
CRP.K-12.CRP10	Plan education and career paths aligned to personal goals.
CRP.K-12.CRP11	Use technology to enhance productivity.
CRP.K-12.CRP12	Work productively in teams while using cultural global competence.

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## **Technology / Integration of Computer Science and Design Thinking**

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## **Interdisciplinary Connections: NJSL for ELA, Social Studies, Science and/or Math Section**

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## **Integration of Diversity, Equity and Inclusion; Climate Change; Informational and Media Literacy**

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see Crosswalks

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## **21st Century Life and Careers**

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## **Stage I: Desired Results**

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## **Transfer/Overview/Rationale**

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### **Transfer / Overview / Rationale**

#### Unit Rationale

The purpose of this unit...

Taking the information learned in the evolution unit, student can apply the information about how organisms to change to how environments change. Students should be able to take the information about how environmental changes can affect the evolution of organisms.

## Meaning

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## Essential Questions

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### Essential Questions

- How does an organism's genetics and environment contribute to the development of its behaviors?
- How do the interactions between organisms and the environment limit the distribution of a species?
- Why are many factors that regulate population growth density dependent?
- How are community interactions classified?
- How do human activities threaten the Earth's biodiversity?

## Enduring Understanding/Indicators of Understanding

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### Enduring Understanding/Indicators of Understanding

Students will understand that:

- 1.A Change in the genetic makeup of a population over time is evolution.
- 1.C Life continues to evolve within a changing environment.
- 2.A Growth, reproduction and maintenance of the organization of living systems require free energy and matter.
- 2.C Organisms use feedback mechanisms to regulate growth, reproduction and dynamic homeostasis.
- 2.D Growth and dynamic homeostasis of a biological system are influenced by changes in the system's environment.
- 2.E Many biological processes involved in growth, reproduction and dynamic homeostasis include temporal regulation and coordination.
- 3.E Transmission of information results in changes within and between biological systems.
- 4.A Interactions within biological systems lead to complex properties.
- 4.B Competition and cooperation are important aspects of biological systems.
- 4.C Naturally occurring diversity among and between components within biological systems affects interactions with the environment.

## **Acquisition (Student Learning Objectives)**

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### **Knowledge**

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Knowledge

Students will know...

- Both genetic makeup and environment contribute to the development of behaviors
- Interaction between organisms and the environment limit the distribution of species
- Many factors that regulate population growth are density dependent
- Community interactions are classified by whether they help, harm, or have no effect on the species involved
- Human activities threaten Earth's biodiversity

### **Skills**

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Skills

Student will be skilled at ...

- Explain how an organism's genetics and environment contribute to the development of behaviors
- Explain how the interactions between organisms and the environment limit the distribution of a species
- List the factors that regulate population growth
- Explain how human effect the environment

## **Stage 3: Learning Plan**

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## **Resource and Mentor Texts**

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## Resources and Mentor Texts

- Lab materials
- Powerpoint
- computers
- textbook

## **Formative Assessment Strategies**

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### Formative Assessment Strategies

- Teacher questioning and answering
- Weekly quizzes
- Do Nows

## **Learning Activities/Unit of Study**

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### Learning Activities/Unit of Study

- Lecture
- Vocabulary and learning objective questions
- AP Lab Investigation # 12 Fruit Fly Behavior
- AP Lab Investigation # 11 Transpiration
- Dissolved Oxygen Lab
- Predator/Prey lab
- Effects of global warming lab
- Powerpoint presentation on selected biome
- Unit test

[10-4-2013 Anatomy lesson plan.doc](#)

[10-16-13 Lesson Plan - AP Biology.doc](#)

[10-23-13 Lesson Plan - AP Biology.doc](#)

[11-1-13 Lesson Plan - AP Biology.doc](#)

[11-13-2013 Acad Bio-Lesson Plans.doc](#)

## **Modifications and/or Accommodations**

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### **Suggested Modifications (ELL, Sp. Ed, Gifted, At-risk of Failure)**

#### **English Language Learners**

**Native language support:** The teacher provides auditory or written content to students in their native language.

**Adjusted Speech:** The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.

**Visuals:** The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.

**Front-Loading Vocabulary:** The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students.

#### **Special Education Students**

**Chunking:** The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

**Checking for Understanding:** It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

**Extra time:** The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

**Oral Reading:** The teacher will read work orally to students. Class work such as tests and literature circles may need to be read aloud to the student.

**Timers:** The teacher will use timers as an instructional tool. The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

#### **Students with 504 Plans**

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## **Gifted & Talented Strategies**

**Extensions/Enrichments:** Teachers will provide gifted and talented students with extension/enrichment projects. Students will be challenged to further their understanding, to apply acquired knowledge, and/or to produce something in reference to acquired knowledge.

**Modify/Change Activities:** Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading, problem-solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same opportunity for support as special needs students.

## **Students at Risk of School Failure**

**Directions or Instructions:** Make sure directions and/or instructions are given in limited numbers. Give directions/instructions verbally and in simple written format. Ask students to repeat the instructions or directions to ensure understanding occurs. Check back with the student to ensure he/she hasn't forgotten.

**Peer Support:** Peers can help build confidence in other students by assisting in peer learning. Many teachers use the 'ask 3 before me' approach. This is fine, however, a student at risk may have to have a specific student or two to ask. Set this up for the student so he/she knows who to ask for clarification before going to you.

**Alternate or Modified Assignments:** Always ask yourself, "How can I modify this assignment to ensure the students at risk are able to complete it?" Sometimes you'll simplify the task, reduce the length of the assignment or allow for a different mode of delivery. For instance, many students may hand something in, the at-risk student may jot notes and give you the information verbally. Or, it just may be that you will need to assign an alternate assignment.

**Increase One to One Time:** When other students are working, always touch base with your students at risk and find out if they're on track or needing some additional support. A few minutes here and there will go a long way to intervene as the need presents itself.

**Contracts:** It helps to have a working contract between you and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens. Each day write down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of

using contracts is to eventually have the student come to you for completion sign-offs.

**Hands On:** As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

**Tests/Assessments:** Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day.

**Seating:** Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.