# Oct. : Unit 1D: Populations

Content Area: **Science**
Course(s):
Time Period: **October**
Length: **2 Weeks**
Status: **Published**

## Unit Overview

Scientists can study a species and tell when there are a healthy number of individuals. Many factors influence whether there are too many or too few in the species; either can have disastrous results. In this concept, you will learn about populations.

**Trout in the Clasroom:**

-Threat to Trout Survival poster presentations

-All About Trout Google Slide presentation project

-Trout Anatomy activity

## Enduring Understandings

**Lesson Objectives**

By the end of the lesson, students should be able to:

- Describe interactions of populations in the context of communities and ecosystems.
- Explain factors that limit populations.
- Model carrying capacity.

## Essential Questions

- **Overarching Question**

  o How and why do organisms interact with their environment, and what are the effects of these interactions?

- **Focus Question**

  o What happens to ecosystems when the environment changes?

- **Lesson Questions**

    - How do populations interact within communities and ecosystems?
    - How do various factors in a habitat limit population size?

- **Can You Explain?**

    - How can the environment affect population sizes?

## Instructional Strategies & Learning Activities

# Discovery Techbook Lessons:

**The Five Es**

- The Five E Instructional Model

  Science Techbook follows the 5E instructional model. As you plan your lesson, the provided Model Lesson includes strategies for each of the 5Es.

- Engage (45–90 minutes)

  Students are presented with the phenomenonof populations near extinction. Students begin to formulate ideas around theCan You Explain? (CYE) question.

- Explore (90 minutes)

  Students investigate questionsabout how populations interact with each other and the wider ecosystem, and how these interactions determine a population's size. Students complete a Hands-On Activity and model carrying capacity.

- Explain (45–90 minutes)

  Students construct scientific explanations to the CYE question by including evidence of howpopulations interact with communities and their ecosystem and how these interactions affect the population.

- Elaborate with STEM (45–135 minutes)

  Students apply their understanding of populations as they learn about research conducted by wildlife managers, design better radio tracking collars, examine how limiting factors affect population size, and research insects to control their population.<

- Evaluate (45–90 minutes)

  Students are evaluated on the state science standards, as well as Standards in ELA/Literacy and Standards in Math standards, using Board Builder and the provided concept summative assessments.

## Integration of  Career Exploration, 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.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.CRP11 | Use technology to enhance productivity. |
| CRP.K-12.CRP12 | Work productively in teams while using cultural global competence. |
| TECH.9.4.8.CI.1 | Assess data gathered on varying perspectives on causes of climate change (e.g., cross-cultural, gender-specific, generational), and determine how the data can best be used to design multiple potential solutions (e.g., RI.7.9, 6.SP.B.5, 7.1.NH.IPERS.6, 8.2.8.ETW.4). |
| TECH.9.4.8.CI.4 | Explore the role of creativity and innovation in career pathways and industries. |
| TECH.9.4.8.TL.2 | Gather data and digitally represent information to communicate a real-world problem (e.g., MS-ESS3-4, 6.1.8.EconET.1, 6.1.8.CivicsPR.4). |
| TECH.9.4.8.TL.3 | Select appropriate tools to organize and present information digitally. |
| TECH.9.4.8.IML.1 | Critically curate multiple resources to assess the credibility of sources when searching for information. |
| TECH.9.4.8.IML.4 | Ask insightful questions to organize different types of data and create meaningful visualizations. |
| TECH.9.4.8.IML.5 | Analyze and interpret local or public data sets to summarize and effectively communicate the data. |
| TECH.9.4.8.IML.7 | Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose (e.g., 1.2.8.C2a, 1.4.8.CR2a, 2.1.8.CHSS/IV.8.AI.1, W.5.8, 6.1.8.GeoSV.3.a, 6.1.8.CivicsDP.4.b, 7.1.NH. IPRET.8). |
| | Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking. |
| | Increases in the quantity of information available through electronic means have heightened the need to check sources for possible distortion, exaggeration, or misrepresentation. |
| | An individual's strengths, lifestyle goals, choices, and interests affect employment and income. |
| | Digital tools make it possible to analyze and interpret data, including text, images, and sound. These tools allow for broad concepts and data to be more effectively communicated. |
| | Some digital tools are appropriate for gathering, organizing, analyzing, and presenting information, while other types of digital tools are appropriate for creating text, |

visualizations, models, and communicating with others.

## Technolgy Integration

Technology is fully integrated with the Discovery Techbook

## Interdisciplinary Connections

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| LA.RST.6-8.1 | Cite specific textual evidence to support analysis of science and technical texts. |
| LA.RST.6-8.2 | Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. |
| LA.RST.6-8.3 | Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks. |
| LA.RST.6-8.4 | Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics. |
| LA.RST.6-8.5 | Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic. |
| LA.RST.6-8.6 | Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text. |
| LA.RST.6-8.8 | Distinguish among facts, reasoned judgment based on research findings, and speculation in a text. |
| LA.RST.6-8.9 | Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic. |
| LA.WHST.6-8.1 | Write arguments focused on discipline-specific content. |
| LA.WHST.6-8.1.A | Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. |
| LA.WHST.6-8.1.B | Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. |
| LA.WHST.6-8.1.C | Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. |
| LA.WHST.6-8.1.D | Establish and maintain a formal/academic style, approach, and form. |
| LA.WHST.6-8.2 | Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. |
| LA.WHST.6-8.2.A | Introduce a topic and organize ideas, concepts, and information using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aiding comprehension. |
| LA.WHST.6-8.2.B | Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. |
| LA.WHST.6-8.2.C | Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. |
| LA.WHST.6-8.2.D | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| LA.WHST.6-8.2.E | Establish and maintain a formal/academic style, approach, and form. |

| LA.WHST.6-8.2.F | Provide a concluding statement or section that follows from and supports the information or explanation presented. |
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| LA.WHST.6-8.4 | Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience. |
| LA.WHST.6-8.5 | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. |
| LA.WHST.6-8.6 | Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently. |
| LA.WHST.6-8.9 | Draw evidence from informational texts to support analysis, reflection, and research. |
| LA.WHST.6-8.10 | Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |
| TECH.8.1.8.B | Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology. |
| TECH.8.1.8.D | Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. |
| TECH.8.1.8.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. |
| TECH.8.2.8 | Technology Education, Engineering, Design, and Computational Thinking - Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment. |

## Differentiation

| Struggling Students | ELL | Accelerated Students |
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| 1. Using a two-column chart, ask students to compare and contrast two different examples of populations. | 1. Spanish-speaking students may prefer to read "Wild Thing (Spanish Version)."<br>2. Encourage students to demonstrate their understanding by drawing concepts. For example, they can create their diagrams of predator-prey population numbers to explain how populations relate to each other. | 1. Assign students to think of an ecosystem in their neighborhood (examples: stream, pond, meadow, woodland). Instruct them to write a paragraph describing that ecosystem using these vocabulary terms: *ecosystem, habitat, population, species, niche, carrying capacity*.<br>2. The reading passage "The Heat Is On" describes how climate change is affecting the Antarctic population of emperor penguins. Assign students to research how climate change is affecting the populations of other organisms (examples: polar bears, the north Atlantic right whale, giant pandas, sea turtles, African elephants, tigers). |

Additional notes:

[Differentiation in science](#) can be accomplished in several ways. Once you have given a pre-test to students, you know what information has already been mastered and what they still need to work on. Next, you design activities, discussions, lectures, and so on to teach information to students. The best way is to have two or three groups of students divided by ability level.

While you are instructing one group, the other groups are working on activities to further their knowledge of the concepts. For example, while you are helping one group learn the planet names in order, another group is researching climate, size, and distance from the moon of each planet. Then the groups switch, and you instruct the second group on another objective from the space unit. The first group practices writing the order of the planets and drawing a diagram of them.

Here are some ideas for the classroom when you are using differentiation in science:

- Create a tic-tac-toe board that lists different activities at different ability levels. When students aren't involved in direct instruction with you, they can work on activities from their tic-tac-toe board. These boards have nine squares, like a tic-tac-toe board; and each square lists an activity that corresponds with the science unit. For example, one solar system activity for advanced science students might be to create a power point presentation about eclipses. For beginning students, an activity might be to make a poster for one of the planets and include important data such as size, order from the sun, whether it has moons, and so on.

- Find websites on the current science unit that students can explore on their own.

- Allow students to work in small groups to create a project throughout the entire unit. For example, one group might create a solar system model to scale. Another group might write a play about the solar system. This is an activity these groups can work on while they are not working directly with you.

Differentiation in science gets students excited to learn because it challenges them to expand their knowledge and skills, instead of teaching the whole group concepts they have already mastered.

## Modifications & Accommodations

Refer to QSAC EXCEL SMALL SPED ACCOMMOCATIONS spreadsheet in this discipline.

**Modifications and Accommodations used in this unit:**

IEP and 504 Accommodations will be utilized.

In addition to differentiated instruction, IEP's and 504 accommocations will be utilized.

## Benchmark Assessments

**Benchmark Assessments** are given periodically (e.g., at the end of every quarter or as frequently as once per month) throughout a school year to establish baseline achievement data and measure progress toward a standard or set of academic standards and goals.

**Schoolwide Benchmark assessments:**

Aimsweb benchmarks 3X a year

Linkit Benchmarks 3X a year

**Additional Benchmarks used in this unit:**

The students will complete  two summative benchmark tests administered by the teacher via Google Forms and Google Classroom. There is one benchmark test administered in the middle of the year around January, and a second one administered in May.

## Formative Assessments

Assessment allows both instructor and student to monitor progress towards achieving learning objectives, and can be approached in a variety of ways. **Formative assessment** refers to tools that identify misconceptions, struggles, and learning gaps along the way and assess how to close those gaps. It includes effective tools for helping to shape learning, and can even bolster students' abilities to take ownership of their learning when they understand that the goal is to improve learning, not apply final marks (Trumbull and Lash, 2013). It can include students assessing themselves, peers, or even the instructor, through writing, quizzes, conversation, and more. In short, formative assessment occurs throughout a class or course, and seeks to improve student achievement of learning objectives through approaches that can support specific student needs (Theal and Franklin, 2010, p. 151).

**Formative Assessments used in this unit:**

See assessments located in the unit link above

## Summative Assessments

**Summative assessments** evaluate student learning, knowledge, proficiency, or success at the conclusion of an instructional period, like a unit, course, or program. Summative assessments are almost always formally graded and often heavily weighted (though they do not need to be). Summative assessment can be used to great effect in conjunction and alignment with formative assessment, and instructors can consider a variety of

ways to combine these approaches.

**Summative assessments for this unit:**

See assessments located in the unit link above within Discovery Education Techbook software.

Paper and digital tests will be implemented. Summative tests will be designed by the teacher via Google Forms, Google Docs, and Microsoft Word.

Projects:

-Carrying Capacity activity modeling populations of fox and rabbits; students utilize data/graphing tool in Discovery Education to graph population data.

**Trout in the Clasroom:**

-Threat to Trout Survival poster presnetations

-All About Trout Google Slide presentation project

-Trout Anatomy activity

## Instructional Materials

See materials located in Unit above through Discovery Techboo

## Standards

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| SCI.MS.LS2.A | Interdependent Relationships in Ecosystems |
| SCI.MS.LS2.A | Interdependent Relationships in Ecosystems |
| SCI.MS.LS2.C | Ecosystem Dynamics, Functioning, and Resilience |
| SCI.MS-ESS3 | Earth and Human Activity |
| SCI.MS-LS2 | Ecosystems: Interactions, Energy, and Dynamics |
| SCI.MS-LS2-4 | Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations. |
| SCI.MS-LS2-2 | Construct an explanation that predicts patterns of interactions among organisms across multiple ecosystems. |
| SCI.MS-LS2-1 | Analyze and interpret data to provide evidence for the effects of resource availability on organisms and populations of organisms in an ecosystem. |

In any ecosystem, organisms and populations with similar requirements for food, water, oxygen, or other resources may compete with each other for limited resources, access to which consequently constrains their growth and reproduction.

Ecosystems are dynamic in nature; their characteristics can vary over time. Disruptions to any physical or biological component of an ecosystem can lead to shifts in all its populations.

Emphasis is on recognizing patterns in data and making warranted inferences about changes in populations, and on evaluating empirical evidence supporting arguments about changes to ecosystems.

Organisms, and populations of organisms, are dependent on their environmental interactions both with other living things and with nonliving factors.

Similarly, predatory interactions may reduce the number of organisms or eliminate whole populations of organisms. Mutually beneficial interactions, in contrast, may become so interdependent that each organism requires the other for survival. Although the species involved in these competitive, predatory, and mutually beneficial interactions vary across ecosystems, the patterns of interactions of organisms with their environments, both living and nonliving, are shared.

Emphasis is on cause and effect relationships between resources and growth of individual organisms and the numbers of organisms in ecosystems during periods of abundant and scarce resources.

Analyze and interpret data to provide evidence for phenomena.

Analyzing and Interpreting Data

Cause and Effect

Cause and effect relationships may be used to predict phenomena in natural or designed systems.

Analyzing data in 6–8 builds on K–5 experiences and progresses to extending quantitative analysis to investigations, distinguishing between correlation and causation, and basic statistical techniques of data and error analysis.

Growth of organisms and population increases are limited by access to resources.