

Toms River Regional Schools
Environmental Science Curriculum

Content Area: Science

Course Title: Environmental Science

Grade Level: 11/12

Unit One:
Introduction to Environmental Science

Marking Period 1
Pacing: 16 days

Unit Two:
Ecology

Marking Period 1
Pacing: 29 days

Unit Three:
Populations

Marking Period 2
Pacing: 13 days

Unit Four:
Energy Resources and Consumption

Marking Period 2
Pacing:
Energy Resources: 15 days
Energy Consumption: 16 days

Unit Five:
Water, Air, and Land

Marking Period 3
Pacing
Water Pacing: 14 days
Air Pacing: 15 days
Land Pacing 14 days

Unit Six:
Our Health and Our Future

Marking Period 4
Pacing
Health Pacing: 22 days
Our Future Pacing: 22 days

Board Approved: August 2019

**ENVIRONMENTAL SCIENCE
CURRICULUM
Unit Overview**

Content Area: Environmental Science

Unit Title: Introduction to Environmental Science

Target Course/Grade Level: 11/12

Unit Summary

This unit is designed to present students with an overview of environmental science and the history of humans in the environment. The unit also examines environmental science in a social and economic content. Students will explore and identify causes of environmental problems and present possible solutions to the problems we face today.

This unit focuses on tools of the mind: the mental and conceptual tools scientists use to explore and understand the environment. It also discusses statistics and explains how scientists apply statistics to data. Students will learn about the importance of physical, graphical, conceptual, and mathematical models in science.

21st century themes:

9.2.12.CAP.3: Investigate how continuing education contributes to one's career and personal growth.

9.2.12.CAP.5: Assess and modify a personal plan to support current interests and postsecondary plans.

**Learning
Targets**

New Jersey Student Learning Standards

This unit will assimilate the four strands of the Science Practices Standard 5.1. These include: understanding scientific explanations, generating scientific evidence through active investigations, reflecting on scientific knowledge and participating productively in science.

NGSS 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.

Interdisciplinary Practices

RST.11-12.7	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
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RST.11-12.8	Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information. (HS-ETS1-1)
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. (HS-ETS1-1)
MP.2	Reason abstractly and quantitatively. (HS-ETS1-1)
MP.4	Model with mathematics. (HS-ETS1-1)
Unit Essential Questions <ul style="list-style-type: none"> • What is environmental science? • Environmental science is an interdisciplinary science • How have humans changed the environment through time? • What are our main environmental problems? • How can we solve environmental problems? • What is sustainability? • How do scientists use statistics? • How do scientists make informed decisions? 	Unit Enduring Understandings <i>Students will understand that...</i> <ul style="list-style-type: none"> • Environmental science is the study of the impact humans have on the environment. • Biology, Earth science, physics, chemistry, and social sciences all contribute to environmental science. • Wherever humans have hunted, grown food, or settled, they have changed the environment.. • Our main environmental problems are resource depletion, pollution, and loss of biodiversity. • In order to solve environmental problems we have to consider human societies, how they act, and why they do what they do. • Sustainability is a condition in which human needs are met in such a way that a human population can survive indefinitely. • Scientists use statistics to classify, organize, and interpret e data. Scientists make informed decisions by gathering information, considering values and exploring consequences. They use a decision-making model to provide a systematic process for making knowledgeable decisions.

Unit Objectives

Students will know...

- Environmental science is an interdisciplinary study of human interactions with the living and non-living world.
- The major environmental problems we face today are resource depletion, pollution, and loss of biodiversity.
- Environmental change has occurred throughout history.
- Sustainability is the primary goal of environmental science.
- Scientists use statistics to summarize, characterize, analyze, and compare data.
- Values often influence decisions that affect the environment.
- A decision-making model is a conceptual model that provides a systematic process for making decisions.

Unit Objectives

Students will be able to...

- Describe environmental science, and compare environmental science with ecology.
- Classify environmental problems into three major categories.
- Explain the law of supply and demand.
- Explain what sustainability is, and describe why it is a goal of environmental science.
- Relate the cause of environmental problems in developed countries and in developing nations.
- Describe sustainability and discuss how it can be achieved.
- Explain how scientists use statistics.
- Describe the three types of models commonly used by scientists.
- Describe three values to consider when making decisions about the environment.
- Describe the four steps of a decision-making model.
Compare the short-term and long-term consequences of two decisions regarding a hypothetical environmental issue.

Formative Assessments

- Observation
- Homework
- Class participation
- Venn Diagrams/Graphic Organizers
- DO-NOW
- Laboratories/Lab Reports
- Notebook
- Writing Assignments

Summative Assessments

- Chapter/Unit Test
- Writing Assignments
- Presentations
- Laboratory Practical
- Unit Projects
- Mid-Term and Final Exams

Benchmark Assessments

- New Jersey Student Learning Assessment Science (NJSLA)
- Quarterlies
- Unit Test
- Performance Assessments

Alternative Assessments

- Oral Presentation
- Video Recording
- Virtual Labs

Modifications

- ELL
 - Provide opportunities for students to connect with people of similar backgrounds (e.g. conversations via digital tool such as SKYPE, experts from the community helping with a project, journal articles, and biographies).
 - Audio books, movies, and other digital media in lieu of print versions
 - Native language texts and native language to English dictionary
- Special Education
 - Modified assignments (ex: fewer problems per page)
 - Response to Intervention (RTI) (www.help4teachers.com)
 - Oral Instructions
 - Record lessons instead of taking notes
 - Outlines of lessons
 - Study Guides with answers
 - Word processor to type notes
 - Frequent breaks
 - Provide students with multiple choices for how they can represent their understandings (e.g. multisensory techniques-auditory/visual aids; pictures, illustrations, graphs, charts, data tables, multimedia, modeling).
- 504:
 - Utilize graphic organizers to help provide a purpose for reading and increase comprehension
 - Assign peer tutor
 - Provide clear and specific directions
 - Provide class notes ahead of time to allow students to preview material and increase comprehension
 - Provide extended time

☐ Simplify written and verbal instructions

☐ Gifted and Talented

- Peer Tutoring
- Cooperative Learning Groups
- Differentiated Instruction
- Use project-based science learning to connect science with observable phenomena.
- Structure the learning around explaining or solving a social or community-based issue.
- Students at Risk of School Failure:
 - Extended Time
 - Flexible Grouping
 - Small Group Instruction
 - Peer Buddies
 - Tiered Activities
 - Manipulatives
 - Graphic Organizers

Curriculum Development Resources/Instructional Materials/Equipment Needed Teacher Resources:

- Textbook
- Laboratory manuals and equipment
- Science Websites
 - <http://www.sciencenetlinks.com>
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OCEAN COUNTY SCIENCE CURRICULUM

Unit Overview

Content Area: Environmental Science

Unit Title: Ecology

Target Course/Grade Level: 11/12

Unit Summary

This unit introduces the concept that in nature everything is connected; that the biotic and abiotic components of nature interact to form an interconnected system. This segment will illustrate how in the process of evolution, species adapt through natural selection. Students become familiar with the six-kingdom classification system and use it to classify organisms and study their differences.

Energy flow, cycling of materials and ecological succession combine to effect how ecosystems work. Organisms cannot survive without a constant supply of energy. The ultimate source of all energy is the sun and therefore life depends upon the sun. The cycling of materials keeps nutrients and energy balanced in an ecosystem. Human activities can affect these balances, and through succession, ecosystems can change over time.

The earth is covered by many types of ecosystems which are grouped into larger areas called biomes. Two distinct biomes include terrestrial or land biomes and aquatic or water biomes. This unit is designed to address the various biomes throughout the world, how they are described and identified, and the threats facing the habitat in each biome. Great emphasis will be placed on corrective actions needed to eliminate threats and maintain a functional ecosystem.

21st century themes:

9.2.12.CAP.3: Investigate how continuing education contributes to one’s career and personal growth.

9.2.12.CAP.5: Assess and modify a personal plan to support current interests and postsecondary plans.

Learning Targets

Content Standards

NGSS Standards

HS-LS2-2	Use mathematical representations to support and revise explanations based on evidence about factors affecting biodiversity and populations in ecosystems of different scales
HS-LS2-6	Evaluate the 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-LS2-7	Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity.
HS-LS4-6	Create or revise a simulation to test a solution to mitigate adverse impacts of human activity on biodiversity.

Interdisciplinary Practices

RST.9-10.8	Assess the extent to which the reasoning and evidence in a text support the author’s claim or a recommendation for solving a scientific or technical problem. (HS-LS2-6)
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RST.11-12.1	Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account. (HS-LS2-6)
RST.11-12.7	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem. (HS-LS2-6)
HSS-ID.A.1	Represent data with plots on the real number line. (HS-LS2-6)
HSS-IC.A.1	Understand statistics as a process for making inferences about population parameters based on a random sample from that population. (HS-LS2-6)
HSS-IC.B.6	Evaluate reports based on data. (HS-LS2-6)
<p>Unit Essential Questions</p> <ul style="list-style-type: none"> • How do species adapt to their environment? • What is an ecosystem? • Why do scientists use the six kingdom system of organization? • How do ecosystems work? • Factors that influence how ecosystems work. • What essential processes maintain the balance of nutrients in an ecosystem? • How is the balance of cycles interrupted? • What causes ecological systems to change over time? • Define a biome. • What are terrestrial biomes and how are they described? • What are aquatic biomes and how are they described. • How do aquatic ecosystems function in the environment? <p>What factors affect how aquatic biomes function in the environment?</p>	<p>Unit Enduring Understandings</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> • An ecosystem consists of all the organisms living together with their physical environment. • Species adapt to their environment through a process of evolution by natural selection. • Scientists use the six-kingdom system of organization to classify organisms and study their differences. • Flow of energy, cycling of materials and ecological succession combine to affect how ecosystems work. • The cycling of materials such as carbon, nitrogen, and phosphorous is essential to keep nutrients balanced in an ecosystem. • Human activities can affect the balance of cycles. • Ecological succession causes changes in ecosystems. • Terrestrial biomes are land biomes that are described by their temperature, precipitation, and vegetation. • Aquatic biomes consist of freshwater and marine ecosystems. Freshwater ecosystems consist of lakes, rivers and wetlands; marine ecosystems include estuaries, coral reefs, and oceans. • Aquatic ecosystems support many plant and animal species. • Pollution, development, and overuse threaten many aquatic ecosystems globally.

<p>Unit Objectives <i>Students will know...</i></p> <ul style="list-style-type: none"> • Environmental science is an interdisciplinary study of human interactions with the living and non- living world. • The major environmental problems we face today are resource depletion, pollution, and loss of biodiversity. • Environmental change has occurred throughout history. • Sustainability is the primary goal of environmental science. • Scientists use statistics to summarize, characterize, analyze, and compare data. • Values often influence decisions that affect the environment. • A decision-making model is a conceptual model that provides a systematic process for making decisions. 	<p>Unit Objectives <i>Students will be able to...</i></p> <ul style="list-style-type: none"> • Describe environmental science, and compare environmental science with ecology. • Classify environmental problems into three major categories. • Explain the law of supply and demand. • Explain what sustainability is, and describe why it is a goal of environmental science. • Relate the cause of environmental problems in developed countries and in developing nations. • Describe sustainability and discuss how it can be achieved. • Explain how scientists use statistics. • Describe the three types of models commonly used by scientists. • Describe three values to consider when making decisions about the environment. • Describe the four steps of a decision-making model. Compare the short-term and long-term consequences of two decisions regarding a hypothetical environmental issue.
<p>Formative Assessments</p> <ul style="list-style-type: none"> • Observation • Homework • Class participation • Venn Diagrams/Graphic Organizers • DO-NOW • Laboratories/Lab Reports • Notebook • Writing Assignments 	
<p>Summative Assessments</p> <ul style="list-style-type: none"> • Chapter/Unit Test • Writing Assignments • Presentations • Laboratory Practical • Unit Projects • Mid-Term and Final Exams 	
<p>Benchmark Assessments</p> <ul style="list-style-type: none"> ● New Jersey Student Learning Assessment Science (NJSLA) ● Quarterlies ● Unit Test ● Performance Assessments 	
<p>Alternative Assessment</p> <ul style="list-style-type: none"> ● Oral Presentation ● Video Recording ● Virtual Labs 	

Modifications

- ELL
 - Provide opportunities for students to connect with people of similar backgrounds (e.g. conversations via digital tool such as SKYPE, experts from the community helping with a project, journal articles, and biographies).
 - Audio books, movies, and other digital media in lieu of print versions
 - Native language texts and native language to English dictionary
- ☐ Special Education
 - ☐ Modified assignments (ex: fewer problems per page)
 - ☐ Response to Intervention (RTI) (www.help4teachers.com)
 - ☐ Follow all IEP modifications
 - ☐ Oral Instructions
 - ☐ Record lessons instead of taking notes
 - ☐ Outlines of lessons
 - ☐ Study Guides with answers
 - ☐ Word processor to type notes
 - ☐ Frequent breaks
 - ☐ Provide students with multiple choices for how they can represent their understandings (e.g. multisensory techniques-auditory/visual aids; pictures, illustrations, graphs, charts, data tables, multimedia, modeling).
- 504:
 - ☐ Utilize graphic organizers to help provide a purpose for reading and increase comprehension
 - ☐ Assign peer tutor
 - ☐ Provide clear and specific directions
 - ☐ Provide class notes ahead of time to allow students to preview material and increase comprehension
 - ☐ Provide extended time
 - ☐ Simplify written and verbal instructions
- ☐ Gifted and Talented
 - Peer Tutoring
 - Cooperative Learning Groups
 - Differentiated Instruction
 - Use project-based science learning to connect science with observable phenomena.
 - Structure the learning around explaining or solving a social or community-based issue.
- ☐ Students at Risk of School Failure:
 - Extended Time
 - Flexible Grouping
 - Small Group Instruction
 - Peer Buddies
 - Tiered Activities
 - Manipulatives
 - Graphic Organizers

Curriculum Development Resources/Instructional Materials/Equipment Needed Teacher Resources:

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- Laboratory manuals and equipment
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 - www.thinkquest.com
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ENVIRONMENTAL SCIENCE CURRICULUM

Unit Overview

Content Area: Environmental Science

Unit Title: Populations

Target Course/Grade Level: 11/12

Unit Summary

This unit is designed to present students with an overview of populations. Populations consist of plants and animals. Discussion will consist of how populations change in size and how species interact with each other. A major portion of this unit will cover human populations and how changes in these trends have changed over time. Biodiversity of all kingdoms will be discussed while giving emphasis to species that affect humans, as well as how biodiversity affects extinction of organisms worldwide.

21st century themes:

9.2.12.CAP.3: Investigate how continuing education contributes to one’s career and personal growth.

9.2.12.CAP.5: Assess and modify a personal plan to support current interests and postsecondary plans.

Learning Targets

NGSS Standards

HS-LS2-1.	Use mathematical and/or computational representations to support explanations of factors that affect carrying capacity of ecosystems at different scales.
HS-LS2-2	Use mathematical representations to support and revise explanations based on evidence about factors affecting biodiversity and populations in ecosystems of different scales

Interdisciplinary Practices

RST.9-10.8	Assess the extent to which the reasoning and evidence in a text support the author’s claim or a recommendation for solving a scientific or technical problem. (HS-LS2-1)
RST.11-12.1	Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account. (HS-LS2-1)
RST.11-12.7	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem. (HS-LS2-2)
HSS-ID.A.1	Represent data with plots on the real number line. (HS-LS2-2)
HSS-IC.A.1	Understand statistics as a process for making inferences about population parameters based on a random sample from that population. (HS-LS2-2)

HSS-IC.B.6	Evaluate reports based on data. (HS-LS2-2)
<p>Unit Essential Questions</p> <ul style="list-style-type: none"> • How does natural selection encourage inter and intra-specific diversity over time? • What is the population of humans on earth today? • What country has the largest human population? • What is the population of humans in the United States? • What is biodiversity? • What is extinction? 	<p>Unit Enduring Understandings <i>Students will understand that...</i></p> <ul style="list-style-type: none"> • The diversity and changing of life forms over many generations is the result of natural selection, in which organisms with advantageous traits survive, reproduce, and pass those traits to offspring. • Human populations affect the environment • Human populations are increasing • The average life expectancy of humans is increasing • Birth and death rates affect animal and plant populations • There are 1.7 million species on earth • Insects are the most common species on earth • Once an animal or plant is extinct there are no living species left
<p>Unit Objectives <i>Students will know...</i></p> <ul style="list-style-type: none"> • Vocabulary and key terms related to the unit. • Science is a practice in which an established body of knowledge is continually revised, refined, and extended as new evidence emerges. • How populations change in size • How species interact with each other • Tables and graphing • What a keystone species is • Origins of some plants and animal species used for food • How human cause extinctions 	<p>Unit Objectives <i>Students will be able to...</i></p> <ul style="list-style-type: none"> • State the goals of science. • Know that patterns in the distribution of living and fossil species tell us how modern organisms evolved from their ancestors. • Describe exponential population growth • Describe how the reproductive behavior of individuals can affect the growth rate of their population • Make predictions about population trends based on age structure • Read and interpret age-structure diagrams • Differentiate between an endangered and threatened species • Differentiate between conservation and preservation

**OCEAN COUNTY
SCIENCE CURRICULUM
Evidence of Learning**

Formative Assessments

Observation
Homework
Class participation
Writing assessments
Do-Now
Lab reports
Notebooks
Quizzes

Summative Assessments

Chapter/Unit Tests
Presentations/Projects
Laboratory Practicals
Quarterly exams
Midterms/Finals

Benchmark

New Jersey Student Learning Assessment: Science (NJSLA)
Quarterly Exams
Unit Test
Performance Assessment

Alternative

Oral Presentation
Video Recording
~~Virtual Lab~~

Modifications

ELL:

- Audiobooks, Movies, and other digital media in lieu of print versions
- Native language tests and native language English Dictionary

Special Education:

- Response to Intervention (RTI)
- Follow all IEP modifications
- Oral Instructions
- Record lessons instead of taking notes
- Outline of lessons
- Study guide with answers
- Word Processor to type notes
- Frequent breaks

504:

- Utilize graphic organizers to help provide a purpose for reading and increase comprehension
- Assign peer tutor

- Provide clear and specific directions
- Provide class notes ahead of time to allow students to preview material and increase comprehension
- Provide extended time
- Simplify written and verbal instructions

Gifted and Talented:

- Peer Tutoring
- Cooperative learning groups
- Differentiated instruction

Students at Risk of School Failure:

- Extended Time
- Flexible Grouping
- Small Group Instruction
- Peer Buddies
- Tiered Activities
- Manipulatives
- Graphic Organizers

Curriculum Development Resources/Instructional Materials/Equipment Needed Teacher Resources:

Laboratory manuals and equipment
 Textbooks/Resource Binders
 Internet
 Videos

Teacher Notes:

Lecture/class discussion
 Labs
 Study guides
 Create posters/PowerPoint presentations

Curriculum Development Resources/Instructional Materials/Equipment Needed Teacher Resources:

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- Laboratory manuals and equipment
- Science Websites

<http://www.sciencenetlinks.com>

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ENVIRONMENTAL SCIENCE
CURRICULUM

Unit
Overview

Content Area: Environmental Science

Unit Title: Water, Air, and Land

Target Course/Grade Level: 11/12

Unit Summary

This unit is designed to present students with an overview of water, air, atmosphere and climate change. A discussion of water resources will be covered concentrating on the water cycle. Surface and groundwater will be discussed in detail as well as types and sources of water pollution. The causes of acid precipitation will be investigated and how acid precipitation affects soil, plants, and animals. The ozone shield will be covered and the chemicals that cause its depletion. The much discussed topic of global warming will be examined. The consequences of a warmer earth and its effects on sea levels, global weather patterns, flora, and fauna will be researched.

21st century themes:

9.2.12.CAP.3: Investigate how continuing education contributes to one's career and personal growth.

9.2.12.CAP.5: Assess and modify a personal plan to support current interests and postsecondary plans.

Learning
Targets

Content Standards

NGSS Standards

HS-LS2-1	Use mathematical and/or computational representations to support explanations of factors that affect carrying capacity of ecosystems at different scales.
HS-LS2-3	Construct and revise an explanation based on evidence for the cycling of matter and flow of energy in aerobic and anaerobic conditions.
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.

Interdisciplinary Practices	
RST.9-10.8	Assess the extent to which the reasoning and evidence in a text support the author’s claim or a recommendation for solving a scientific or technical problem. (HS-LS2-6)
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HSS-IC.A.1	Understand statistics as a process for making inferences about population parameters based on a random sample from that population. (HS-LS2-6)
HSS-IC.B.6	Evaluate reports based on data. (HS-LS2-6)
<p>Unit Essential Questions</p> <ul style="list-style-type: none"> • What is the importance of water in the environment? • How is water circulated in the water cycle? • How is fresh water distributed on the Earth’s surface? • Why has fresh water become one of our most threatened resources? • How does water become polluted? • What laws are in place to improve water quality in the United States • What are the causes of acid precipitation and how does it affect plants, soils, and aquatic ecosystems. • How does the ozone layer protect against ultraviolet radiation? • How is the ozone layer damaged? • How do trace amounts of gases in the atmosphere trap heat similar to the way a greenhouse does? • How are increased levels of gases causing Earth to warm? 	<p>Unit Enduring Understandings</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> • Water is essential to life on Earth. • Water is a renewable resource because it is circulated in the water cycle. • Fresh water comes mainly from lakes and rivers and from a narrow zone beneath the Earth’s surface. • Many of the world’s rivers, lakes, oceans and aquifers are contaminated with industrial chemicals, agricultural runoff, and sewage. • Water becomes polluted by chemical, physical, and biological agents. • The Clean Water Act of 1972 has succeeded in reducing surface water pollution. • Acid precipitation is caused by burning fossil fuels which release acids into the air resulting in the formation of acid precipitation. • The ozone layer forms a protective shield against ultraviolet radiation of the sun. • Increased chlorofluorocarbons (CFC’s) in the atmosphere damage the ozone layer. • Greenhouse gases absorb and radiate heat in the atmosphere. <p>The predicted increase in global temperature that occurs as a result of increasing greenhouse gases in the atmosphere is called global warming.</p>
<p>Unit Objectives</p> <p><i>Students will know...</i></p> <ul style="list-style-type: none"> • How water is distributed on Earth and where most fresh water is located. 	<p>Unit Objectives</p> <p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> • Describe the distribution of Earth’s water resources.

<ul style="list-style-type: none"> • Why pollution in a watershed poses a potential threat to the river system that flows through it. • How water travels through rock. • The effects of water pollution. • Why point-source pollution is easier to control than nonpoint-source pollution. • The major types of water pollutants and ways to reduce the levels of each type of pollutant in a water supply. 	<ul style="list-style-type: none"> • Explain why fresh water is one of Earth's limited resources. • Describe the distribution of Earth's surface water. • Describe the relationship between surface water and groundwater in a watershed. • Compare point-source pollution vs. nonpoint-source pollution. • Classify water pollution into five categories. • Explain why groundwater pollution is difficult to clean.. • Describe the major sources of ocean pollution and

**OCEAN COUNTY
SCIENCE CURRICULUM
Evidence of Learning**

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- Oral Presentation
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