

Fair Lawn Public Schools

Fair Lawn, NJ

**Environmental
Science CP &
Academic**

August

2017

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Environmental Science is offered at the CP and academic level and was developed by the Fair Lawn Schools high school science faculty and is aligned to the NJSL-S and correlated to the NJSL for Literacy & Math.

**Science
Department**

Fair Lawn School District

Committee Credits

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Environmental Science CP & Academic

I. Course Synopsis

Environmental Science is an applied science, laboratory based course that will introduce students to the various forms of human impact on the environment. Students will apply the study of chemistry, physics, life, and earth science to the environment. Common themes which run throughout the course related to energy flow, nutrient cycles, and pollution, which can be directly related to the cross cutting concepts of the NJSL-S. Students will explore topics via online research, group work, lecture and video shorts with a focus on following the scientific process. Reading, writing, lab work, data analysis, and graph interpretation are all important components to this course.

II. Philosophy & Rationale

Humans impact the environment at almost every conceivable level from the small scale to the large scale. The sustainability of our environment as well as the interdependence of living and non-living things must be explored.

II. Philosophy & Rationale

This course has been aligned to and developed with the NJSL-S as its focus. Efforts have been made to integrate aspects of other science standards, particularly the earth and space science standards into this course to assure that students are provided an opportunity to form connections.

All NJSL-S aligned courses in the Fair Lawn Schools demonstrate a commitment preparing students to become [college and career ready](#) as well as the other guiding assumptions of the [Frameworks for Science Education](#) (NRC, 2011) and the [NJSL-S](#) including

- Students are born investigators;
- Science instruction should focus on core ideas and practices;
- An understanding of science develops over time;
- Science and engineering require both knowledge and practice;
- Science education must connect to students' interests and experiences; and
- Promoting equity for all students must be a focus of science education.

Additionally, all NJSLS-S aligned courses in the Fair Law Schools integrate the three dimensions discussed in the [Frameworks for Science Education](#) and the NJSL-S, including

- [Science & Engineering Practices](#) which describe behaviors that scientists engage in as they investigate and build models and theories about the natural world and the key set of engineering practices that engineers use as they design and build models and systems; [\(NJSLS- PDF\)](#)
- [Cross Cutting Concepts](#) which link all domains of science and provide an organizational schema for interrelating knowledge from various science fields into a coherent and scientifically-based view of the world; [\(NJSL-S PDF\)](#) and
- [Disciplinary Core Ideas](#) which focus and unite K-12 science, have a broad importance across multiple sciences or engineering disciplines or are a key organizing concept within a single discipline; provide a key tool for understanding or investigating more complex ideas and solving problems; relate to the interests and life experiences of students; are connected to societal or personal concerns that require scientific or technological knowledge; and are teachable and learnable over multiple grades at increasing depth and sophistication. [\(NJSL-S PDF\)](#)

Since coherence is a main dimension of the NJSLS-S, consider reviewing the “story line” for the middle school [physical science](#), [life science](#), [earth and space science](#), and [engineering, technology and applications of science](#), as well as the high school [physical science](#), [life science](#), [earth and space science](#), and [engineering, technology and application of science](#) for a full picture of the NJSLS-S philosophy. For a full picture of how these programs are implemented in the Fair Lawn Schools, visit the [district curriculum website](#).

As described in the NJLS-S, technical writing and reading non-fiction is also a focus of our 6-12 science curricula as required by the [NJSL-ELA Companion Standards](#). Students are expected to think critically about data they collect or read about and then express their thoughts through text-based narratives, journal entries, short-constructed response, argument-based writing, and/or in-class discussion.

Differentiated instruction for students at different levels of achievement and specific learning needs (e.g. special education, English Language Learners (ELL), at-risk, and Gifted & Talented) is embedded in targeted scaffolding based on knowledge of each student’s interests, needs, and assessment data, including, but not limited to, in class formative and summative assessments.

When deemed appropriate, department teachers will engage students in purposeful paired discussions to share information more effectively, such as the “turn and talk” (Harvey & Daniels, 2009). “Text annotation” could be used, for example to optimize reading comprehension (Daniels & Steineke, 2010).

A particular focus will be made on the [cross cutting concepts](#) and the [science and engineering processes](#)

III. Scope & Sequence

1. Introduction to Environmental Science (September)
2. Organization & Energy within Ecosystems (October-November)
3. Water (December-January)
4. Air (February-March)
5. Waste (April)
6. Climate Change (April-May)
7. Energy Resources (June)

IV. Unit Descriptions

Unit 1: Introduction to Environmental Science

Enduring Understanding

1. Environmental science is the study of human impact on the Earth and the sustainability of the Earth.
2. Manipulation and analysis of data as well as the communication of findings are necessary for the application of sustainability studies.

Essential Question(s)

1. How can chemistry, physics, biology, and earth science be applied to understand human impact on Earth and our potential sustainability?

Learning Objectives

1. Safely apply tools to collect, analyze, interpret and communicate findings related to environmental science.
2. Apply other science and engineering skills on an introductory basis to the study of environmental science.
3. Participate in key decision making activities related to environmental science.
4. Define key terms related to environmental science.

Suggested Activities & Suggested Modifications for Special Education Students, ELL Students, Students at Risk, and Gifted Students:

1. Students with special needs and ELL learners may be provided with key vocabulary terms prior to the unit beginning.

2. ELL students may be provided with additional visual aids. For additional modifications, refer to Classroom Instruction that Works for ELL Learners or the SIOP protocol.
3. Students enrolled in **academic environmental science** may be provided with fewer key terms, modified reading and writing samples, and more implicit instructions related to laboratories.
4. Gifted students may be challenged by asking them to form additional connections between biology, chemistry, and physics.

NJSLS-S

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. [Clarification Statement: Examples of mathematical representations include finding the average, determining trends, and using graphical comparisons of multiple sets of data.] [Assessment Boundary: Assessment is limited to provided data.]

HS-LS2-7

Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity.* [Clarification Statement: Examples of human activities can include urbanization, building dams, and dissemination of invasive species.]

Interdisciplinary Connections

This unit, in particular, will have a great emphasis on the application of math and literacy skills to math. In particular, students will be asked to apply [modeling](#) and [statistics](#) to science and to [interpret non-fiction text](#).

Unit 2: Organization & Energy within Ecosystems

Enduring Understanding

1. Energy cycles through an ecosystem.
2. Nutrients flow through an ecosystem.
3. Energy cycles and nutrient cycles occur through a delicate balance and interdependence between communities, populations and organisms.

Essential Question(s)

1. What can upset the balance and interdependence?
2. How can humans adjust to provide for a sustainable environment provided this upset balance?

Learning Objectives

1. Define the components of ecosystems, organisms, populations, and communities.
2. Describe the process of succession and human impact on succession.
3. Analyze and interpret and argue in defense of the importance of biodiversity.
4. Analyze data related to natural selection.
5. Analyze energy flow through tropic levels and nutrient cycles through ecosystems. Explain various types of human impact on these processes.

Suggested Activities & Suggested Modifications for Special Education Students, ELL Students, Students at Risk, and Gifted Students:

1. Students with special needs and ELL learners may be provided with key vocabulary terms prior to the unit beginning.
2. ELL students may be provided with additional visual aids. For additional modifications, refer to Classroom Instruction that Works for ELL Learners or the SIOP protocol.
3. Students enrolled in **academic environmental science** may be provided with fewer key terms, modified reading and writing samples, and more implicit instructions related to laboratories.
4. Gifted students may be challenged by asking them to form additional connections between biology, chemistry, and physics.

NJSLS-S

HS-ESS2-2.

Analyze geoscience data to make the claim that one change to Earth's surface can create feedbacks that cause changes to other Earth systems. [Clarification Statement: Examples should include climate feedbacks, such as how an increase in greenhouse gases causes a rise in global temperatures that melts glacial ice, which reduces the amount of sunlight reflected from Earth's surface, increasing surface temperatures and further reducing the amount of ice. Examples could also be taken from other system interactions, such as how the loss of ground vegetation causes an increase in water runoff and soil erosion; how dammed rivers increase groundwater recharge, decrease

sediment transport, and increase coastal erosion; or how the loss of wetlands causes a decrease in local humidity that further reduces the wetland extent.]

HS-ES2-5

Plan and conduct an investigation of the properties of water and its effects on Earth materials and surface processes. [Clarification Statement: Emphasis is on mechanical and chemical investigations with water and a variety of solid materials to provide the evidence for connections between the hydrologic cycle and system interactions commonly known as the rock cycle. Examples of mechanical investigations include stream transportation and deposition using a stream table, erosion using variations in soil moisture content, or frost wedging by the expansion of water as it freezes. Examples of chemical investigations include chemical weathering and recrystallization (by testing the solubility of different materials) or melt generation (by examining how water lowers the melting temperature of most solids).]

HS-ES-2-6

Develop a quantitative model to describe the cycling of carbon among the hydrosphere, atmosphere, geosphere, and biosphere. [Clarification Statement: Emphasis is on modeling biogeochemical cycles that include the cycling of carbon through the ocean, atmosphere, soil, and biosphere (including humans), providing the foundation for living organisms.]

HS-ESS2-7.

Construct an argument based on evidence about the simultaneous coevolution of Earth's systems and life on Earth. [Clarification Statement: Emphasis is on the dynamic causes, effects, and feedbacks between the biosphere and Earth's other systems, whereby geoscience factors control the evolution of life, which in turn continuously alters Earth's surface. Examples of include how photosynthetic life altered the atmosphere through the production of oxygen, which in turn increased weathering rates and allowed for the evolution of animal life; how microbial life on land increased the formation of soil, which in turn allowed for the evolution of land plants; or how the evolution of corals created reefs that altered patterns of erosion and deposition along coastlines and provided habitats for the evolution of new life forms.] [Assessment Boundary: Assessment does not include a comprehensive understanding of the mechanisms of how the biosphere interacts with all of Earth's other systems.]

HS-ESS3-3.

Create a computational simulation to illustrate the relationships among management of natural resources, the sustainability of human populations, and biodiversity. [Clarification Statement: Examples of factors that affect the management of natural resources include costs of resource extraction and waste management, per-capita consumption, and the development of new technologies. Examples of factors that affect human sustainability include agricultural efficiency, levels of conservation, and urban planning.] [Assessment Boundary: Assessment for computational simulations is limited to using provided multi-parameter programs or constructing simplified spreadsheet calculations.]

Interdisciplinary Connections

HS-LS-2-1

Use mathematical and/or computational representations to support explanations of factors that affect carrying capacity of ecosystems at different scales. [Clarification Statement: Emphasis is on quantitative analysis and comparison of the relationships among interdependent factors including boundaries, resources, climate, and competition. Examples of mathematical comparisons could include graphs, charts, histograms, and population changes gathered from simulations or historical data sets.] [Assessment Boundary: Assessment does not include deriving mathematical equations to make comparisons.]

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. [Clarification Statement: Examples of mathematical representations include finding the average, determining trends, and using graphical comparisons of multiple sets of data.] [Assessment Boundary: Assessment is limited to provided data.]

HS-LS2-4

Use mathematical representations to support claims for the cycling of matter and flow of energy among organisms in an ecosystem. [Clarification Statement: Emphasis is on using a mathematical model of stored energy in biomass to describe the transfer of energy from one trophic level to another and that matter and energy are conserved as matter cycles and energy flows through ecosystems. Emphasis is on atoms and molecules such as carbon, oxygen, hydrogen and nitrogen being conserved as they move through an ecosystem.] [Assessment Boundary: Assessment is limited to proportional reasoning to describe the cycling of matter and flow of energy.]

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. [Clarification Statement: Examples of changes in ecosystem conditions could include modest biological or physical changes, such as moderate hunting or a seasonal flood; and extreme changes, such as volcanic eruption or sea level rise.]

HS-LS-2-7

Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity.* [Clarification Statement: Examples of human activities can include urbanization, building dams, and dissemination of invasive species.]

HS-LS-2-8

Evaluate the evidence for the role of group behavior on individual and species' chances to survive and reproduce.[Clarification Statement: Emphasis is on: (1) distinguishing between group and individual behavior, (2) identifying evidence supporting the outcomes of group behavior, and (3) developing logical and reasonable arguments based on evidence. Examples of group behaviors could include flocking, schooling, herding, and cooperative behaviors such as hunting, migrating, and swarming.]

HS-LS-4-5

Evaluate the evidence supporting claims that changes in environmental conditions may result in: (1) increases in the number of individuals of some species, (2) the emergence of new species over time, and (3) the extinction of other species. [Clarification Statement: Emphasis is on determining cause and effect relationships for how changes to the environment such as deforestation, fishing, application of fertilizers, drought, flood, and the rate of change of the environment affect distribution or disappearance of traits in species.]

HS-PS-3-3

Design, build, and refine a device that works within given constraints to convert one form of energy into another form of energy.* [Clarification Statement: Emphasis is on both qualitative and quantitative evaluations of devices. Examples of devices could include Rube Goldberg devices, wind turbines, solar cells, solar ovens, and generators. Examples of constraints could include use of renewable energy forms and efficiency.] [Assessment Boundary: Assessment for quantitative evaluations is limited to total output for a given input. Assessment is limited to devices constructed with materials provided to students.]

Unit 3: Water

Enduring Understanding

1. Water is essential for life on earth.
2. Water is a nutrient which cycles yet can also be limited.

Essential Question(s)

1. How is water distribution around the world related to the water cycle?
2. How can water be conserved?

Learning Objectives

1. Analyze the global distribution of water.
2. Analyze various aspects of the water cycle at the chemical and macroscale.
3. Research and argue various aspects of water management, conservation, and pollution.

Suggested Activities & Suggested Modifications for Special Education Students, ELL Students, Students at Risk, and Gifted Students:

1. Students with special needs and ELL learners may be provided with key vocabulary terms prior to the unit beginning.
2. ELL students may be provided with additional visual aids. For additional modifications, refer to Classroom Instruction that Works for ELL Learners or the SIOP protocol.
3. Students enrolled in **academic environmental science** may be provided with fewer key terms, modified reading and writing samples, and more implicit instructions related to laboratories.
4. Gifted students may be challenged by asking them to form additional connections between biology, chemistry, and physics.

NISLS-S

HS-ESS2-5.

Plan and conduct an investigation of the properties of water and its effects on Earth materials and surface processes. [Clarification Statement: Emphasis is on mechanical and chemical investigations with water and a variety of solid materials to provide the evidence for connections between the hydrologic cycle and system interactions commonly known as the rock cycle. Examples of mechanical investigations include stream transportation and deposition using a stream table, erosion using variations in soil moisture content, or frost wedging by the expansion of water as it freezes. Examples of chemical investigations include chemical weathering and recrystallization (by testing the solubility of different materials) or melt generation (by examining how water lowers the melting temperature of most solids).]

HS-ESS-2-6

Develop a quantitative model to describe the cycling of carbon among the hydrosphere, atmosphere, geosphere, and biosphere. [Clarification Statement: Emphasis is on modeling biogeochemical cycles that include the cycling of carbon through the ocean, atmosphere, soil, and biosphere (including humans), providing the foundation for living organisms.]

HS-ESS-2-7

Construct an argument based on evidence about the simultaneous coevolution of Earth's systems and life on Earth. [Clarification Statement: Emphasis is on the dynamic causes, effects, and feedbacks between the biosphere and Earth's other systems, whereby geoscience factors control the evolution of life, which in turn continuously alters Earth's surface. Examples of include how photosynthetic life altered the atmosphere through the production of oxygen, which in turn increased weathering rates and allowed for the evolution of animal life; how microbial life on land increased the formation of soil, which in turn allowed for the evolution of land plants; or how the evolution of corals created reefs that altered patterns of erosion and deposition along coastlines and provided habitats for the evolution of new life forms.] [Assessment Boundary: Assessment does not include a comprehensive understanding of the mechanisms of how the biosphere interacts with all of Earth's other systems.]

HS-ESS3-1

Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and changes in climate have influenced human activity. [Clarification Statement: Examples of key natural resources include access to fresh water (such as rivers, lakes, and groundwater), regions of fertile soils such as river deltas, and high concentrations of minerals and fossil fuels. Examples of natural hazards can be from interior processes (such as volcanic eruptions and earthquakes), surface processes (such as tsunamis, mass wasting and soil erosion), and severe weather (such as hurricanes, floods, and droughts). Examples of the results of changes in climate that can affect populations or drive mass migrations include changes to sea level, regional patterns of temperature and precipitation, and the types of crops and livestock that can be raised.]

HS-ESS3-4

Evaluate or refine a technological solution that reduces impacts of human activities on natural systems.* [Clarification Statement: Examples of data on the impacts of human activities could include the quantities and types of pollutants released, changes to biomass and species diversity, or areal changes in land surface use (such as for urban development, agriculture and livestock, or surface mining). Examples for limiting future impacts could range from local efforts (such as reducing, reusing, and recycling resources) to large-scale geoenvironmental design solutions (such as altering global temperatures by making large changes to the atmosphere or ocean).]

HS-ESS3-6

Use a computational representation to illustrate the relationships among Earth systems and how those relationships are being modified due to human activity. [Clarification Statement: Examples of Earth systems to be considered are the hydrosphere, atmosphere, cryosphere, geosphere, and/or biosphere. An example of the far-reaching impacts from a human activity is how an increase in atmospheric carbon dioxide results in an increase in photosynthetic biomass on land and an increase in ocean acidification, with resulting impacts on sea organism health and marine populations.] [Assessment Boundary: Assessment does not include running computational representations but is limited to using the published results of scientific computational models.]

HS-ESS2-6.

Develop a quantitative model to describe the cycling of carbon among the hydrosphere, atmosphere, geosphere, and biosphere. [Clarification Statement: Emphasis is on modeling biogeochemical cycles that include the cycling of carbon through the ocean, atmosphere, soil, and biosphere (including humans), providing the foundation for living organisms.]

Interdisciplinary Connections

HS-LS-2-2

Use mathematical representations to support and revise explanations based on evidence about factors affecting biodiversity and populations in ecosystems of different scales. [Clarification Statement: Examples of mathematical representations include finding the average, determining trends, and using graphical comparisons of multiple sets of data.] [Assessment Boundary: Assessment is limited to provided data.]

HS-PS-2-5

Plan and conduct an investigation to provide evidence that an electric current can produce a magnetic field and that a changing magnetic field can produce an electric current. [Assessment Boundary: Assessment is limited to designing and conducting investigations with provided materials and tools.]

HS-PS-2-6

Communicate scientific and technical information about why the molecular-level structure is important in the functioning of designed materials.* [Clarification Statement: Emphasis is on the attractive and repulsive forces that determine the functioning of the material. Examples could include why electrically conductive materials are often made of metal, flexible but durable materials are made up

of long chained molecules, and pharmaceuticals are designed to interact with specific receptors.] *[Assessment Boundary: Assessment is limited to provided molecular structures of specific designed materials.]*

HS-PS-3-3

Design, build, and refine a device that works within given constraints to convert one form of energy into another form of energy.* *[Clarification Statement: Emphasis is on both qualitative and quantitative evaluations of devices. Examples of devices could include Rube Goldberg devices, wind turbines, solar cells, solar ovens, and generators. Examples of constraints could include use of renewable energy forms and efficiency.] [Assessment Boundary: Assessment for quantitative evaluations is limited to total output for a given input. Assessment is limited to devices constructed with materials provided to students.]*

Unit 4: Air

Enduring Understandings

1. Clean air is essential for all life.
2. Various components of air cycle as nutrients yet can be limited.

Essential Question(s)

1. How can air become polluted and how can humans remediate these issues?

Learning Objectives

1. Define primary and secondary forms of air pollution.
2. Research and argue for the need for air pollution remediation based on the various effects of air pollution.
3. Research and argue various aspects of global climate change, global winds, ocean circulation, acid precipitation, and ozone depletion.
4. Analyze data at the chemical and macroscale level related to various forms of air pollution.

Suggested Activities & Suggested Modifications for Special Education Students, ELL Students, Students at Risk, and Gifted Students:

1. Students with special needs and ELL learners may be provided with key vocabulary terms prior to the unit beginning.
2. ELL students may be provided with additional visual aids. For additional modifications, refer to Classroom Instruction that Works for ELL Learners or the SIOP protocol.
3. Students enrolled in **academic environmental science** may be provided with fewer key terms, modified reading and writing samples, and more implicit instructions related to laboratories.
4. Gifted students may be challenged by asking them to form additional connections between biology, chemistry, and physics.

NISLS-S

HS-ESS2-6.

Develop a quantitative model to describe the cycling of carbon among the hydrosphere, atmosphere, geosphere, and biosphere. [Clarification Statement: Emphasis is on modeling biogeochemical cycles that include the cycling of carbon through the ocean, atmosphere, soil, and biosphere (including humans), providing the foundation for living organisms.]

HS-ESS-2-7

Construct an argument based on evidence about the simultaneous coevolution of Earth's systems and life on Earth. [Clarification Statement: Emphasis is on the dynamic causes, effects, and feedbacks between the biosphere and Earth's other systems, whereby geoscience factors control the evolution of life, which in turn continuously alters Earth's surface. Examples of include how photosynthetic life altered the atmosphere through the production of oxygen, which in turn increased weathering rates and allowed for the evolution of animal life; how microbial life on land increased the formation of soil, which in turn allowed for the evolution of land plants; or how the evolution of corals created reefs that altered patterns of erosion and deposition along coastlines and provided habitats for the evolution of new life forms.]

[Assessment Boundary: Assessment does not include a comprehensive understanding of the mechanisms of how the biosphere interacts with all of Earth's other systems.]

HS-ESS3-4.

Evaluate or refine a technological solution that reduces impacts of human activities on natural systems.* [Clarification Statement: Examples of data on the impacts of human activities could include the quantities and types of pollutants released, changes to biomass and species diversity, or areal changes in land surface use (such as for urban development, agriculture and livestock, or surface mining). Examples for limiting future impacts could range from local efforts (such as reducing, reusing, and recycling resources) to large-scale geoengineering design solutions (such as altering global temperatures by making large changes to the atmosphere or ocean).]

HS-ESS3-6

Use a computational representation to illustrate the relationships among Earth systems and how those relationships are being modified due to human activity. [Clarification Statement: Examples of Earth systems to be considered are the hydrosphere, atmosphere, cryosphere, geosphere, and/or biosphere. An example of the far-reaching impacts from a human activity is how an increase in atmospheric carbon dioxide results in an increase in photosynthetic biomass on land and an increase in ocean acidification, with resulting impacts on sea organism health and marine populations.] *[Assessment Boundary: Assessment does not include running computational representations but is limited to using the published results of scientific computational models.]*

Interdisciplinary Connections

HS-PS-1-4

Develop a model to illustrate that the release or absorption of energy from a chemical reaction system depends upon the changes in total bond energy. [Clarification Statement: Emphasis is on the idea that a chemical reaction is a system that affects the energy change. Examples of models could include molecular-level drawings and diagrams of reactions, graphs showing the relative energies of reactants and products, and representations showing energy is conserved.] *[Assessment Boundary: Assessment does not include calculating the total bond energy changes during a chemical reaction from the bond energies of reactants and products.]*

HS-PS-2-5

Plan and conduct an investigation to provide evidence that an electric current can produce a magnetic field and that a changing magnetic field can produce an electric current. *[Assessment Boundary: Assessment is limited to designing and conducting investigations with provided materials and tools.]*

HS-PS-3-3

Design, build, and refine a device that works within given constraints to convert one form of energy into another form of energy.* [Clarification Statement: Emphasis is on both qualitative and quantitative evaluations of devices. Examples of devices could include Rube Goldberg devices, wind turbines, solar cells, solar ovens, and generators. Examples of constraints could include use of renewable energy forms and efficiency.] *[Assessment Boundary: Assessment for quantitative evaluations is limited to total output for a given input. Assessment is limited to devices constructed with materials provided to students.]*

HS-PS-4-4

Evaluate the validity and reliability of claims in published materials of the effects that different frequencies of electromagnetic radiation have when absorbed by matter. [Clarification Statement: Emphasis is on the idea that photons associated with different frequencies of light have different energies, and the damage to living tissue from electromagnetic radiation depends on the energy of the radiation. Examples of published materials could include trade books, magazines, web resources, videos, and other passages that may reflect bias.] *[Assessment Boundary: Assessment is limited to qualitative descriptions.]*

Unit 5: Waste

Enduring Understandings

1. All living things produce waste and waste must be managed.

Essential Question(s)

1. How are the various forms of waste managed and how do they affect the balance of nature?

Learning Objectives

1. Describe solid waste management.
2. Describe the process of recycling.
3. Describe hazardous waste and differentiate between waste.
4. Relate all aspects of waste production and management to the concept of sustainability.

Suggested Activities & Suggested Modifications for Special Education Students, ELL Students, Students at Risk, and Gifted Students:

1. Students with special needs and ELL learners may be provided with key vocabulary terms prior to the unit beginning.
2. ELL students may be provided with additional visual aids. For additional modifications, refer to Classroom Instruction that Works for ELL Learners or the SIOP protocol.
3. Students enrolled in **academic environmental science** may be provided with fewer key terms, modified reading and writing samples, and more implicit instructions related to laboratories.
4. Gifted students may be challenged by asking them to form additional connections between biology, chemistry, and physics

NISLS-S

HS-ESS2-5.

Plan and conduct an investigation of the properties of water and its effects on Earth materials and surface processes. [Clarification Statement: Emphasis is on mechanical and chemical investigations with water and a variety of solid materials to provide the evidence for connections between the hydrologic cycle and system interactions commonly known as the rock cycle. Examples of mechanical investigations include stream transportation and deposition using a stream table, erosion using variations in soil moisture content, or frost wedging by the expansion of water as it freezes. Examples of chemical investigations include chemical weathering and recrystallization (by testing the solubility of different materials) or melt generation (by examining how water lowers the melting temperature of most solids).]

HS-ESS-3-2

Evaluate competing design solutions for developing, managing, and utilizing energy and mineral resources based on cost-benefit ratios.* [Clarification Statement: Emphasis is on the conservation, recycling, and reuse of resources (such as minerals and metals) where possible, and on minimizing impacts where it is not. Examples include developing best practices for agricultural soil use, mining (for coal, tar sands, and oil shales), and pumping (for petroleum and natural gas). Science knowledge indicates what can happen in natural systems—not what should happen.]

HS-ESS-3-3

Create a computational simulation to illustrate the relationships among management of natural resources, the sustainability of human populations, and biodiversity. [Clarification Statement: Examples of factors that affect the management of natural resources include costs of resource extraction and waste management, per-capita consumption, and the development of new technologies. Examples of factors that affect human sustainability include agricultural efficiency, levels of conservation, and urban planning.] [Assessment Boundary: Assessment for computational simulations is limited to using provided multi-parameter programs or constructing simplified spreadsheet calculations.]

Unit 6: Climate Change – Consequences & Responses

Enduring Understandings

1. Climate change has scientific, social and political implications.

Essential Question(s)

1. How can the scientific, social and political implications of climate change be managed?

Learning Objectives

1. Research and analyze data related to climate change.
2. Research and discuss the social and political aspects of climate change.

Suggested Activities & Suggested Modifications for Special Education Students, ELL Students, Students at Risk, and Gifted Students:

1. Students with special needs and ELL learners may be provided with key vocabulary terms prior to the unit beginning.
2. ELL students may be provided with additional visual aids. For additional modifications, refer to Classroom Instruction that Works for ELL Learners or the SIOP protocol.
3. Gifted students may be challenged by asking them to form additional connections between biology, chemistry, and physics.

NJSLS-S

HS-ESS-2-4

Use a model to describe how variations in the flow of energy into and out of Earth's systems result in changes in climate. [Clarification Statement: Examples of the causes of climate change differ by timescale, over 1-10 years: large volcanic eruption, ocean circulation; 10-100s of years: changes in human activity, ocean circulation, solar output; 10-100s of thousands of years: changes to Earth's orbit and the orientation of its axis; and 10-100s of millions of years: long-term changes in atmospheric composition.] [Assessment Boundary: Assessment of the results of changes in climate is limited to changes in surface temperatures, precipitation patterns, glacial ice volumes, sea levels, and biosphere distribution.]

HS-ESS-2-6

Develop a quantitative model to describe the cycling of carbon among the hydrosphere, atmosphere, geosphere, and biosphere. [Clarification Statement: Emphasis is on modeling biogeochemical cycles that include the cycling of carbon through the ocean, atmosphere, soil, and biosphere (including humans), providing the foundation for living organisms.]

HS-ESS-2-7

Construct an argument based on evidence about the simultaneous coevolution of Earth's systems and life on Earth. [Clarification Statement: Emphasis is on the dynamic causes, effects, and feedbacks between the biosphere and Earth's other systems, whereby geoscience factors control the evolution of life, which in turn continuously alters Earth's surface. Examples of include how photosynthetic life altered the atmosphere through the production of oxygen, which in turn increased weathering rates and allowed for the evolution of animal life; how microbial life on land increased the formation of soil, which in turn allowed for the evolution of land plants; or how the evolution of corals created reefs that altered patterns of erosion and deposition along coastlines and provided habitats for the evolution of new life forms.]

[Assessment Boundary: Assessment does not include a comprehensive understanding of the mechanisms of how the biosphere interacts with all of Earth's other systems.]

HS-ESS-3-2

Evaluate competing design solutions for developing, managing, and utilizing energy and mineral resources based on cost-benefit ratios.* [Clarification Statement: Emphasis is on the conservation, recycling, and reuse of resources (such as minerals and metals) where possible, and on minimizing impacts where it is not. Examples include developing best practices for agricultural soil use, mining (for coal, tar sands, and oil shales), and pumping (for petroleum and natural gas). Science knowledge indicates what can happen in natural systems—not what should happen.]

HS-ESS-3-4

Evaluate or refine a technological solution that reduces impacts of human activities on natural systems.* [Clarification Statement: Examples of data on the impacts of human activities could include the quantities and types of pollutants released, changes to biomass and species diversity, or areal changes in land surface use (such as for urban development, agriculture and livestock, or surface mining). Examples for limiting future impacts could range from local efforts (such as reducing, reusing, and recycling resources) to large-scale geoenvironmental design solutions (such as altering global temperatures by making large changes to the atmosphere or ocean).]

HS-ESS-3-5

Analyze geoscience data and the results from global climate models to make an evidence-based forecast of the current rate of global or regional climate change and associated future impacts to Earth systems. [Clarification Statement: Examples of evidence, for both data and climate model outputs, are for climate changes (such as precipitation and temperature) and their associated impacts (such as on sea level, glacial ice volumes, or atmosphere and ocean composition).] [Assessment Boundary: Assessment is limited to one example of a climate change and its associated impacts.]

HS-ESS-3-6

Use a computational representation to illustrate the relationships among Earth systems and how those relationships are being modified due to human activity. [Clarification Statement: Examples of Earth systems to be considered are the hydrosphere, atmosphere, cryosphere, geosphere, and/or biosphere. An example of the far-reaching impacts from a human activity is how an increase in atmospheric carbon dioxide results in an increase in photosynthetic biomass on land and an increase in ocean acidification, with resulting impacts on sea organism health and marine populations.] [Assessment Boundary: Assessment does not include running computational representations but is limited to using the published results of scientific computational models.]

Interdisciplinary Connections

HS-LS-4-5

Evaluate the evidence supporting claims that changes in environmental conditions may result in: (1) increases in the number of individuals of some species, (2) the emergence of new species over time, and (3) the extinction of other species. [Clarification Statement: Emphasis is on determining cause and effect relationships for how changes to the environment such as deforestation, fishing, application of fertilizers, drought, flood, and the rate of change of the environment affect distribution or disappearance of traits in species.]

HS-PS-4-4

Evaluate the validity and reliability of claims in published materials of the effects that different frequencies of electromagnetic radiation have when absorbed by matter. [Clarification Statement: Emphasis is on the idea that photons associated with different frequencies of light have different energies, and the damage to living tissue from electromagnetic radiation depends on the energy of the radiation. Examples of published materials could include trade books, magazines, web resources, videos, and other passages that may reflect bias.] [Assessment Boundary: Assessment is limited to qualitative descriptions.]

Unit 7: Energy Resources

Enduring Understandings

1. Energy is an essential part of modern day life.
2. Energy comes in nonrenewable and renewable forms.

Essential Question(s)

1. How can energy be used in a sustainable way?

Learning Objectives

1. Compare and contrast between nonrenewable and renewable energy.
2. Research and argue various aspects of nonrenewable and renewable energy.

Suggested Activities & Suggested Modifications for Special Education Students, ELL Students, Students at Risk, and Gifted Students:

1. Students with special needs and ELL learners may be provided with key vocabulary terms prior to the unit beginning.
2. ELL students may be provided with additional visual aids. For additional modifications, refer to Classroom Instruction that Works for ELL Learners or the SIOP protocol.
3. Gifted students may be challenged by asking them to form additional connections between biology, chemistry, and physics.

NISLS-S

HS-ESS-2-6

Develop a quantitative model to describe the cycling of carbon among the hydrosphere, atmosphere, geosphere, and biosphere. [Clarification Statement: Emphasis is on modeling biogeochemical cycles that include the cycling of carbon through the ocean, atmosphere, soil, and biosphere (including humans), providing the foundation for living organisms.]

HS-ESS-3-1

Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and changes in climate have influenced human activity. [Clarification Statement: Examples of key natural resources include access to fresh water (such as rivers, lakes, and groundwater), regions of fertile soils such as river deltas, and high concentrations of minerals and fossil fuels. Examples of natural hazards can be from interior processes (such as volcanic eruptions and earthquakes), surface processes (such as tsunamis, mass wasting and soil erosion), and severe weather (such as hurricanes, floods, and droughts). Examples of the results of changes in climate that can affect populations or drive mass migrations include changes to sea level, regional patterns of temperature and precipitation, and the types of crops and livestock that can be raised.]

HS-ESS-3-2

Evaluate competing design solutions for developing, managing, and utilizing energy and mineral resources based on cost-benefit ratios.* [Clarification Statement: Emphasis is on the conservation, recycling, and reuse of resources (such as minerals and metals) where possible, and on minimizing impacts where it is not. Examples include developing best practices for agricultural soil use, mining (for coal, tar sands, and oil shales), and pumping (for petroleum and natural gas). Science knowledge indicates what can happen in natural systems—not what should happen.]

Interdisciplinary Connections

HS-PS-1-7

Use mathematical representations to support the claim that atoms, and therefore mass, are conserved during a chemical reaction. [Clarification Statement: Emphasis is on using mathematical ideas to communicate the proportional relationships between masses of atoms in the reactants and the products, and the translation of these relationships to the macroscopic scale using the mole as the conversion from the atomic to the macroscopic scale. Emphasis is on assessing students' use of mathematical thinking and not on memorization and rote application of problem-solving techniques.] [Assessment Boundary: Assessment does not include complex chemical reactions.]

HS-PS-1-8

Develop models to illustrate the changes in the composition of the nucleus of the atom and the energy released during the processes of fission, fusion, and radioactive decay. [Clarification Statement: Emphasis is on simple qualitative models, such as pictures or diagrams, and on the scale of energy released in nuclear processes relative to other kinds of transformations.] [Assessment Boundary: Assessment does not include quantitative calculation of energy released. Assessment is limited to alpha, beta, and gamma radioactive decays.]

HS-PS-2-6

Communicate scientific and technical information about why the molecular-level structure is important in the functioning of designed materials.* [Clarification Statement: Emphasis is on the attractive and repulsive forces that determine the functioning of the material. Examples could include why electrically conductive materials are often made of metal, flexible but durable materials are made up of long chained molecules, and pharmaceuticals are designed to interact with specific receptors.] [Assessment Boundary: Assessment is limited to provided molecular structures of specific designed materials.]

HS-PS-3-3

Design, build, and refine a device that works within given constraints to convert one form of energy into another form of energy.* [Clarification Statement: Emphasis is on both qualitative and quantitative evaluations of devices. Examples of devices could include Rube Goldberg devices, wind turbines, solar cells, solar ovens, and generators. Examples of constraints could include use of renewable energy forms and efficiency.] [Assessment Boundary: Assessment for quantitative evaluations is limited to total output for a given input. Assessment is limited to devices constructed with materials provided to students.]

V. Course Materials

Holt Environmental Science

*Academic classes may use a modified textbook.

Unit	Holt Chapters
1	1 Science & The Environment 2 Tools of Environmental Science
2	4 The Organization of Life 5 How Ecosystems Work
3	11 Water
4	12 Air 13 Atmosphere & Climate Change
5	19 Waste
6	13 Atmosphere & Climate Change 21 Economics, Policy, & The Future
7	17 Nonrenewable Energy 18 Renewable Energy

Overall Suggested Activities & Suggested Modifications for Special Education Students, ELL Students, Students at Risk, and Gifted Students:

- **ELL/Special Education Students:**

- Provide ELL students with short lists of essential academic vocabulary terms to assist with language development such as word walls;
- Provide ELL students with opportunities for peer to peer interactions;
- Explicitly teach ELL students academic language and link to main ideas;
- Support ELL students through the use of graphic organizers, modeling, and visual aides.
- Support special education students through the use of physical activity, modeling, role-play, dialogue, reading assignments based on ability, etc.

- **Gifted Students**

Gifted students may be challenged by asking them to form additional connections between biology, chemistry, and physics.

VI. Assessments

Each unit will have a variety of tests, quizzes, labs, projects, written homework assignments, presentations and class activities. These assessments will be geared toward the main learning objectives for each unit. In addition there will be a Midterm exam, Final exam, and Final project. Additional resources related to assessments for the NJSLS-S may be located at the [NJSLS-S website](#).

VII. Cross Curricular Aspects

Science teachers will work with Algebra 1 teachers to enhance student understanding of graphing, equation calculations, and basic statistical analysis.

CCCS Literacy: Click on the link to the High School Evidence Statements to see expectations related to literacy for this unit. In addition, a focus of the course will be on the development of the [LAL standards for science & technical subjects](#).

CCCS Math: Students will be expected to perform measurement, [modeling](#), apply [algebra](#), and [geometry](#) and [statistics](#).

Interdisciplinary Connections and Alignment to Technology standards

Science classes in the Fair Lawn Public schools promote career-readiness skills related to Personal Financial Literacy (9.1) and Career Awareness, Exploration, and Presentation (9.2). Some course concepts from the Career and Technical Education Standards (9.3), but these are not directly correlated since our district is not a CTE program.

The Fair Lawn Public Schools District fosters an environment that promotes career-readiness skills in all content areas. Whereas [Career Ready Practices](#) are explored consistently, specific alignment to [Personal Finance Literacy \(9.1\)](#) and [Career Awareness, Exploration, and Presentation Standards \(9.2\)](#) are included in the district level document (below). When appropriate, the [Career and Technical Education Standards \(9.3\)](#) have been reviewed and aligned as well.

Examples: 9.2B: Career exploration in each unit of study.

In addition, every effort is made to integrate technology and engineering into our science classes. [Educational Technology \(8.1\)](#) and [Technology Education, Engineering, Design, and Computational Thinking – Programming \(8.2\)](#) standards are cross connected throughout our science programs.

Examples:

- 8.1A: Use spreadsheets to analyze & interpret data from laboratories, 6-12.
Use the internet to increase productivity and efficiency, 9-12.
- 8.1B,C: Use data to solve real-world problems, 6-12.
Use online platforms to collaborate & address global issues, 9-12.
- 8.1F: Collect and analyze data using internet and data simulations, 6-12.
- 8.2A: Become aware of the invention process, 3-5.
- 8.2B: Become aware of the global impacts on technology, 6-12.
- 8.2C: Apply the design process to pushes & pulls, K-2.
- 8.2D: Use tools to reduce work, K-2.

For additional detail on how these standards are integrated throughout the Fair Lawn Schools curriculum, review the Fair Lawn Public Schools District Alignment to Technology & Career Readiness & 21st Century Skills Standards Curriculum Appendix.