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RAHWAY PUBLIC SCHOOLS

CURRICULUM & INSTRUCTION

Content Area: Science

Course: Advanced Placement
Environmental Science

Grade Level: 11-12

This curriculum is part of the Educational Program of Studies of the Rahway Public Schools.

ACKNOWLEDGMENTS

Jeffery Kurczeski,

Program Supervisor of 7-12 Math & Science and 9-12 Business & Technology Education

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Rima Patel, Science Teacher

Dr. Tiffany A. Beer, Director of Curriculum and Instruction

Dr. Aleya Shoieb, Superintendent of Schools

Subject/Course Title:
Advanced Placement Environmental Science
Grades 11-12

Date of Board Adoption:
August 27, 2024

RAHWAY PUBLIC SCHOOLS CURRICULUM

Advanced Placement Environmental Science: Grades 11-12

PACING GUIDE

Unit	Title	Pacing
1	The Living World: Ecosystems	3 weeks
2	The Living World: Biodiversity	3 weeks
3	Populations	3 weeks
4	Earth Systems and Resources	3 weeks
5	Land and Water Use	4 weeks
6	Energy Resources and Consumption	4 weeks
7	Atmospheric Pollution	3 weeks
8	Aquatic and Terrestrial Pollution	3 weeks
9	Global Change	4 weeks

ACCOMMODATIONS

<p>504 Accommodations:</p> <ul style="list-style-type: none"> ● Provide scaffolded vocabulary and vocabulary lists. ● Provide extra visual and verbal cues and prompts. ● Provide adapted/alternate/excerpted versions of the text and/or modified supplementary materials. ● Provide links to audio files and utilize video clips. ● Provide graphic organizers and/or checklists. ● Provide modified rubrics. ● Provide a copy of teaching notes, especially any key terms, in advance. ● Allow additional time to complete assignments and/or assessments. ● Provide shorter writing assignments. ● Provide sentence starters. ● Utilize small group instruction. ● Utilize Think-Pair-Share structure. ● Check for understanding frequently. ● Have student restate information. ● Support auditory presentations with visuals. ● Weekly home-school communication tools (notebook, daily log, phone calls or email messages). ● Provide study sheets and teacher outlines prior to assessments. ● Quiet corner or room to calm down and relax when anxious. ● Reduction of distractions. ● Permit answers to be dictated. ● Hands-on activities. ● Use of manipulatives. ● Assign preferential seating. ● No penalty for spelling errors or sloppy handwriting. ● Follow a routine/schedule. ● Provide student with rest breaks. ● Use verbal and visual cues regarding directions and staying on task. ● Assist in maintaining agenda book. 	<p>IEP Accommodations:</p> <ul style="list-style-type: none"> ● Provide scaffolded vocabulary and vocabulary lists. ● Differentiate reading levels of texts (e.g., Newsela). ● Provide adapted/alternate/excerpted versions of the text and/or modified supplementary materials. ● Provide extra visual and verbal cues and prompts. ● Provide links to audio files and utilize video clips. ● Provide graphic organizers and/or checklists. ● Provide modified rubrics. ● Provide a copy of teaching notes, especially any key terms, in advance. ● Provide students with additional information to supplement notes. ● Modify questioning techniques and provide a reduced number of questions or items on tests. ● Allow additional time to complete assignments and/or assessments. ● Provide shorter writing assignments. ● Provide sentence starters. ● Utilize small group instruction. ● Utilize Think-Pair-Share structure. ● Check for understanding frequently. ● Have student restate information. ● Support auditory presentations with visuals. ● Provide study sheets and teacher outlines prior to assessments. ● Use of manipulatives. ● Have students work with partners or in groups for reading, presentations, assignments, and analyses. ● Assign appropriate roles in collaborative work. ● Assign preferential seating. ● Follow a routine/schedule.
<p>Gifted and Talented Accommodations:</p> <ul style="list-style-type: none"> ● Differentiate reading levels of texts (e.g., Newsela). ● Offer students additional texts with higher lexile levels. ● Provide more challenging and/or more supplemental readings and/or activities to deepen understanding. ● Allow for independent reading, research, and projects. ● Accelerate or compact the curriculum. ● Offer higher-level thinking questions for deeper analysis. ● Offer more rigorous materials/tasks/prompts. ● Increase number and complexity of sources. ● Assign group research and presentations to teach the class. ● Assign/allow for leadership roles during collaborative work and in other learning activities. 	<p>ML Accommodations:</p> <ul style="list-style-type: none"> ● Provide extended time. ● Assign preferential seating. ● Assign peer buddy who the student can work with. ● Check for understanding frequently. ● Provide language feedback often (such as grammar errors, tenses, subject-verb agreements, etc...). ● Have student repeat directions. ● Make vocabulary words available during classwork and exams. ● Use study guides/checklists to organize information. ● Repeat directions. ● Increase one-on-one conferencing. ● Allow student to listen to an audio version of the text. ● Give directions in small, distinct steps. ● Allow copying from paper/book. ● Give student a copy of the class notes.

- Provide written and oral instructions.
- Differentiate reading levels of texts (e.g., Newsela).
- Shorten assignments.
- Read directions aloud to student.
- Give oral clues or prompts.
- Record or type assignments.
- Adapt worksheets/packets.
- Create alternate assignments.
- Have student enter written assignments in criterion, where they can use the planning maps to help get them started and receive feedback after it is submitted.
- Allow student to resubmit assignments.
- Use small group instruction.
- Simplify language.
- Provide scaffolded vocabulary and vocabulary lists.
- Demonstrate concepts possibly through the use of visuals.
- Use manipulatives.
- Emphasize critical information by highlighting it for the student.
- Use graphic organizers.
- Pre-teach or pre-view vocabulary.
- Provide student with a list of prompts or sentence starters that they can use when completing a written assignment.
- Provide audio versions of the textbooks.
- Highlight textbooks/study guides.
- Use supplementary materials.
- Give assistance in note taking
- Use adapted/modified textbooks.
- Allow use of computer/word processor.
- Allow student to answer orally, give extended time (time-and-a-half).
- Allow tests to be given in a separate location (with the ESL teacher).
- Allow additional time to complete assignments and/or assessments.
- Read question to student to clarify.
- Provide a definition or synonym for words on a test that do not impact the validity of the exam.
- Modify the format of assessments.
- Shorten test length or require only selected test items.
- Create alternative assessments.
- On an exam other than a spelling test, don't take points off for spelling errors.

UNIT 1 OVERVIEW

Content Area: Science

Unit Title: The Living World: Ecosystems

Target Course/Grade Level: Advanced Placement Environmental Science/Grades 11-12

Unit Summary: The first unit sets the foundation for the course by examining the Earth as a system with interdependent components, processes, and relationships. Students will examine the distribution of resources in ecosystems and its influences on species interactions. There is a global distribution of terrestrial and aquatic biomes—regional ecosystems—that each have specific environmental features based on their shared climate. This distribution is dynamic, and it has changed due to global climate change. Each ecosystem relies on biogeochemical cycles for survival. These cycles facilitate the acquisition and transfer of energy into usable forms, and they can be altered by human activities. In subsequent units, students will apply their understanding of ecosystems to the living world and examine the importance of biodiversity.

Approximate Length of Unit: 3 weeks

LEARNING TARGETS

NJ Student Learning 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-LS2-4 Use mathematical representations to support claims for the cycling of matter and flow of energy among organisms in an ecosystem.

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.

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.

College Board Standards:

ERT-1.A Explain how the availability of resources influences species interactions.

ERT-1.B Describe the global distribution and principal environmental aspects of terrestrial biomes.

ERT-1.C Describe the global distribution and principal environmental aspects of aquatic biomes.

ERT-1.D Explain the steps and reservoir interactions in the carbon cycle.

ERT-1.E Explain the steps and reservoir interactions in the nitrogen cycle.

ERT-1.F Explain the steps and reservoir interactions in the phosphorus cycle.

ERT-1.G Explain the steps and reservoir interactions in the hydrologic cycle.

ENG-1.A Explain how solar energy is acquired and transferred by living organisms.

- ENG-1.B** Explain how energy flows and matter cycles through trophic levels.
ENG-1.C Determine how the energy decreases as it flows through ecosystems.
ENG-1.D Describe food chains and food webs, and their constituent members by trophic level.

Career Readiness, Life Literacies, and Key Skills:

- 9.3.12.AG-NR.1** Plan and conduct natural resource management activities that apply logical, reasoned and scientifically based solutions to natural resource issues and goals.
9.3.12.AG-NR.2 Analyze the interrelationships between natural resources and humans.
9.3.ST-SM.4 Apply critical thinking skills to review information, explain statistical analysis, and to translate, interpret and summarize research and statistical data.
9.4.12.CI.1 Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
9.4.12.CT.1 Identify problem-solving strategies used in the development of an innovative product or practice.
9.4.12.IML.2 Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources.
9.4.12.IML.8 Evaluate media sources for point of view, bias, and motivations.
9.4.12.TL.2 Generate data using formula-based calculations in a spreadsheet and draw conclusions about the data.

Interdisciplinary Connections and Standards:

ELA

- RL.CR.11–12.1** Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain.
RL.PP.11–12.5 Evaluate perspectives/lenses from two or more texts on related topics and justify the more cogent viewpoint (e.g., different accounts of the same event or issue, use of different media or formats).
W.IW.11–12.2 Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
W.WP.11–12.4 Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
W.WR.11–12.5 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Mathematics

- MP.2** Reason abstractly and quantitatively.
MP.4 Model with mathematics.
N.Q.A.1 Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.
N.Q.A.2 Define appropriate quantities for the purpose of descriptive modeling.
N.Q.A.3 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.
S.ID.A.1 Represent data with plots on the real number line.
S.IC.A.1 Understand statistics as a process for making inferences about population parameters based on a random sample from that population.
S.IC.B.6 Evaluate reports based on data.

Unit Understandings:

Students will understand that...

- Ecosystems are the result of biotic and abiotic interactions.
- Energy can be converted from one form to another.

Unit Essential Questions:

- How does energy change forms?
- How old is the water you drink?

Knowledge and Skills:

Students will know...

- In a predator-prey relationship, the predator is an organism that eats another organism (the prey).
- Symbiosis is a close and long-term interaction between two species in an ecosystem. Types of symbiosis include mutualism, commensalism, and parasitism.
- Competition can occur within or between species in an ecosystem where there are limited resources. Resource partitioning— using the resources in different ways, places, or at different times—can reduce the negative impact of competition on survival.
- A biome contains characteristic communities of plants and animals that result from and are adapted to, its climate.
- Major terrestrial biomes include taiga, temperate rainforests, temperate seasonal forests, tropical rainforests, shrubland, temperate grassland, savanna, desert, and tundra.
- The global distribution of nonmineral terrestrial natural resources, such as water and trees for lumber, varies because of some combination of climate, geography, latitude and altitude, nutrient availability, and soil.
- The worldwide distribution of biomes is dynamic; the distribution has changed in the past and may again shift as a result of global climate changes.
- Freshwater biomes include streams, rivers, ponds, and lakes. These freshwater biomes are a vital resource for drinking water.
- Marine biomes include oceans, coral reefs, marshlands, and estuaries. Algae in marine biomes supply a large portion of the Earth's oxygen and also take in carbon dioxide from the atmosphere.
- The global distribution of nonmineral marine natural resources, such as different types of fish, varies because of some combination of salinity, depth, turbidity, nutrient availability, and temperature.
- The carbon cycle is the movement of atoms and molecules containing the element carbon between sources and sinks.
- Some of the reservoirs in which carbon compounds occur in the carbon cycle hold those compounds for long periods of time, while some hold them for relatively short periods of time.
- Carbon cycles between photosynthesis and cellular respiration in living things.
- Plant and animal decomposition have led to the storage of carbon over millions of years. The burning of fossil fuels quickly moves that stored carbon into atmospheric carbon, in the form of carbon dioxide.
- The nitrogen cycle is the movement of atoms and molecules containing the element nitrogen between sources and sinks.
- Most of the reservoirs in which nitrogen compounds occur in the nitrogen cycle hold those compounds for relatively short periods of time.
- Nitrogen fixation is the process in which atmospheric nitrogen is converted into a form of nitrogen (primarily ammonia) that is available for uptake by plants and that can be synthesized into plant tissue.
- The atmosphere is the major reservoir of nitrogen.
- The phosphorus cycle is the movement of atoms and molecules containing the element phosphorus between sources and sinks.

- The major reservoirs of phosphorus in the phosphorus cycle are rock and sediments that contain phosphorus-bearing minerals.
- There is no atmospheric component in the phosphorus cycle, and the limitations this imposes on the return of phosphorus from the ocean to land make phosphorus naturally scarce in aquatic and many terrestrial ecosystems. In undisturbed ecosystems, phosphorus is the limiting factor in biological systems.
- The hydrologic cycle, which is powered by the sun, is the movement of water in its various solid, liquid, and gaseous phases between sources and sinks.
- The oceans are the primary reservoir of water at the Earth's surface, with ice caps and groundwater acting as much smaller reservoirs.
- Primary productivity is the rate at which solar energy (sunlight) is converted into organic compounds via photosynthesis over a unit of time.
- Gross primary productivity is the total rate of photosynthesis in a given area.
- Net primary productivity is the rate of energy storage by photosynthesizers in a given area after subtracting the energy lost to respiration.
- Productivity is measured in units of energy per unit area per unit time (e.g., kcal/m²/yr).
- Most red light is absorbed in the upper 1m of water, and blue light only penetrates deeper than 100m in the clearest water. This affects photosynthesis in aquatic ecosystems, whose photosynthesizers have adapted mechanisms to address the lack of visible light.
- All ecosystems depend on a continuous inflow of high-quality energy in order to maintain their structure and function of transferring matter between the environment and organisms via biogeochemical cycles.
- Biogeochemical cycles are essential for life and each cycle demonstrates the conservation of matter.
- In terrestrial and near-surface marine communities, energy flows from the sun to producers in the lowest trophic levels and then upward to higher trophic levels.
- The 10% rule approximates that in the transfer of energy from one trophic level to the next, only about 10% of the energy is passed on.
- The loss of energy that occurs when energy moves from lower to higher trophic levels can be explained through the laws of thermodynamics.
- A food web is a model of an interlocking pattern of food chains that depicts the flow of energy and nutrients in two or more food chains.
- Positive and negative feedback loops can each play a role in food webs. When one species is removed from or added to a specific food web, the rest of the food web can be affected.

Students will be able to...

- Describe and explain environmental concepts and processes.
- Explain environmental concepts and processes.
- Explain relationships between different characteristics of environmental concepts, processes, or models represented visually: In theoretical contexts and in applied contexts.
- Calculate an accurate numeric answer with appropriate units.
- Describe characteristics of an environmental concept, process, or model represented visually.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- End of Unit Common Assessment - See folder for assessment links.
- GIZMOS (explore learning site)
- Edpuzzles & APES College Board Videos
- Unit project
- Topic Quizzes
- AP Classroom Personal Progress Check
- Assigned Lab Report

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Ecological Footprint Lab
- Summer Packet
- Net Primary Productivity lab
- Owl Pellet Dissection Energy lab
- Nitrogen cycle game
- Carbon cycle model game
- Personal biome research project
- Biome postcards
- Biome speed dating
- Food chains / Food Webs GIZMO
- Sample Activities:
 - **Idea Spinner:** Use a spinner to represent different carbon reservoirs (land plants, atmosphere, surface ocean, deep ocean, marine organisms, fossil fuels, terrestrial animals). Have students predict the movement of carbon to different reservoirs to demonstrate an understanding of the processes in the carbon cycle. Example: Draw an arrow leaving fossil fuels. Where does the carbon go? What is the process that moves it from one sink to another? What is the new form of carbon?
 - **Debate:** Ask students to develop a strategy to reduce human impact on the nitrogen cycle. Have them develop an argument to support their strategy as a viable solution that shows their understanding of the processes involved in the nitrogen cycle. Students can then debate the merits of the strategy they developed.
 - **Graph and Switch:** Have students generate graphs showing the net primary production of the world's common ecosystems. Some students graph productivity measures as kilocalories (kcal) per unit area and others graph total kcal. Then have them discuss and explain why the rankings are different. They should focus on the open ocean to develop their explanation.

RESOURCES

Teacher Resources:

- **Textbook:** 2019 Environmental Science for the AP Course Third Edition by Andrew Friedland & Rick Relyea.
- AP Environmental Science Course and Exam Description
- AP Classroom
- Chromebooks
- Powerpoints made by the teacher

Equipment Needed:

- Projector
- Chromebooks

UNIT 2 OVERVIEW

Content Area: Science

Unit Title: The Living World: Biodiversity

Target Course/Grade Level: Advanced Placement Environmental Science/Grades 11-12

Unit Summary: Biodiversity, which includes genetic, species, and habitat diversity, is critically important to ecosystems. Biodiversity in ecosystems is a key component to sustaining life within the living world. Natural and human disruptions have short- and long-term impacts on ecosystems. Ecological succession can occur in terrestrial and aquatic ecosystems in both developed and developing areas. Organisms within ecosystems must adapt to the changes created by these disruptions. In subsequent units, students will examine in greater detail how populations change over time.

Approximate Length of Unit: 3 weeks

LEARNING TARGETS

NJ Student Learning Standards:

- HS-LS2-7.** Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity.
- HS-LS2-8.** Evaluate the evidence for the role of group behavior on individual and species' chances to survive and reproduce.
- HS-LS4-6** Create or revise a simulation to test a solution to mitigate adverse impacts of human activity on biodiversity.
- HS-LS3-1** Ask questions to clarify relationships about the role of DNA and chromosomes in coding the instructions for characteristic traits passed from parents to offspring.
- HS-LS3-2** Make and defend a claim based on evidence that inheritable genetic variations may result from: (1) new genetic combinations through meiosis, (2) viable errors occurring during replication, and/or (3) mutations caused by environmental factors.
- HS-LS3-3** Apply concepts of statistics and probability to explain the variation and distribution of expressed traits in a population.

College Board Standards:

- ERT-2.A** Explain levels of biodiversity and their importance to ecosystems.
- ERT-2.B** Describe ecosystem services.
- ERT-2.C** Describe the results of human disruptions to ecosystem services.
- ERT-2.D** Describe island biogeography.
- ERT-2.E** Describe the role of island biogeography in evolution.
- ERT-2.F** Describe ecological tolerance.
- ERT-2.G** Explain how natural disruptions, both short and long-term, impact an ecosystem.
- ERT-2.H** Describe how organisms adapt to their environment.
- ERT-2.I** Describe ecological succession.
- ERT-2.J** Describe the effect of ecological succession on ecosystems.

Career Readiness, Life Literacies, and Key Skills:

9.3.ST-SM.4 Apply critical thinking skills to review information, explain statistical analysis, and to translate, interpret and summarize research and statistical data.

9.3.12.AG-ENV.1 Use analytical procedures and instruments to manage environmental service systems.

9.3.12.AG-ENV.2 Evaluate the impact of public policies and regulations on environmental service system operations.

9.3.12.AG-ENV.3 Develop proposed solutions to environmental issues, problems and applications using scientific principles of meteorology, soil science, hydrology, microbiology, chemistry and ecology.

9.4.12.CI.1 Demonstrate the ability to reflect, analyze, and use creative skills and ideas.

9.4.12.CI.3 Investigate new challenges and opportunities for personal growth, advancement, and transition.

9.4.12.CT.1 Identify problem-solving strategies used in the development of an innovative product or practice.

9.4.12.CT.2 Explain the potential benefits of collaborating to enhance critical thinking and problem solving.

9.4.12.DC.8 Explain how increased network connectivity and computing capabilities of everyday objects allow for innovative technological approaches to climate protection.

Interdisciplinary Connections and Standards:**ELA**

RL.CR.11–12.1 Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain.

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W.IW.11–12.2 Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

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Mathematics

MP.2 Reason abstractly and quantitatively.

MP.4 Model with mathematics.

N.Q.A.1 Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.

N.Q.A.2 Define appropriate quantities for the purpose of descriptive modeling.

N.Q.A.3 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.

Unit Understandings:

Students will understand that...

- Ecosystems have structure and diversity that change over time.

Unit Essential Questions:

- Can an invasive species be considered a native species if it occupies a place for a long time?

Knowledge and Skills:

Students will know...

- Biodiversity in an ecosystem includes genetic, species, and habitat diversity.
- The more genetically diverse a population is, the better it can respond to environmental stressors. Additionally, a population bottleneck can lead to a loss of genetic diversity.
- Ecosystems that have a larger number of species are more likely to recover from disruptions.
- Loss of habitat leads to a loss of specialist species, followed by a loss of generalist species. It also leads to reduced numbers of species that have large territorial requirements.
- Species richness refers to the number of different species found in an ecosystem.
- There are four categories of ecosystem services: provisioning, regulating, cultural, and supporting.
- Anthropogenic activities can disrupt ecosystem services, potentially resulting in economic and ecological consequences.
- Island biogeography is the study of the ecological relationships and distribution of organisms on islands and of these organisms' community structures.
- Islands have been colonized in the past by new species arriving from elsewhere.
- Many island species have evolved to be specialists versus generalists because of the limited resources, such as food and territory, on most islands. The long-term survival of specialists may be jeopardized if and when invasive species, typically generalists, are introduced and outcompete the specialists.
- Ecological tolerance refers to the range of conditions, such as temperature, salinity, flow rate, and sunlight that an organism can endure before injury or death results.
- Ecological tolerance can apply to individuals and to species.
- Natural disruptions to ecosystems have environmental consequences that may, for a given occurrence, be as great as, or greater than, many human-made disruptions.
- Earth system processes operate on a range of scales in terms of time. Processes can be periodic, episodic, or random.
- Earth's climate has changed over geological time for many reasons.
- Sea levels have varied significantly as a result of changes in the amount of glacial ice on Earth over geological time.
- Major environmental change or upheaval commonly results in large swathes of habitat changes.
- Wildlife engages in both short- and long-term migration for a variety of reasons, including natural disruptions.
- Organisms adapt to their environment over time, both on short- and long-term scales, via incremental changes at the genetic level.
- Environmental changes, either sudden or gradual, may threaten a species' survival, requiring individuals to alter behaviors, move, or perish.
- There are two main types of ecological succession: primary and secondary succession.
- A keystone species in an ecosystem is a species whose activities have a particularly significant role in determining community structure.
- An indicator species is a plant or animal that, by its presence, abundance, scarcity, or chemical composition, demonstrates that some distinctive aspect of the character or quality of an ecosystem is present.
- Pioneer members of an early successional species commonly move into an unoccupied habitat and over time adapt to its particular conditions, which may result in the origin of new species.
- Succession in a disturbed ecosystem will affect the total biomass, species richness, and net productivity over time.

Students will be able to...

- Describe environmental concepts and processes.
- Explain environmental concepts and processes.

- Identify the author's claim.
- Describe patterns or trends in data.
- Describe relationships among variables in the data represented.
- Explain patterns and trends in data to draw conclusions.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly "understand"?

- End of Unit Common Assessment - See folder for assessment links.
- GIZMOS (explore learning site)
- Edpuzzles & APES College Board Videos
- Unit project
- Topic Quizzes
- AP Classroom Personal Progress Check
- Assigned Lab Report
- Daily Homework

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Eating at a Lower Trophic Level Lab.
- Survival of the sweetest lab
- School parking lot biodiversity lab Shannon-Weiner Index
- Milton Lake Biodiversity Trip
- Carolina Biodiversity for AP Environmental Science
- Ecological Succession game
- M&M Evolution of bugs over time model
- Island Biogeography Activity
- Sample Activities:
 - **Construct an Argument:** Provide students with biodiversity data (species and count) from a set of islands with variable sizes and distances from the mainland. Have them work together to draw a conclusion about how those two variables impact the species richness and number of individuals within the species.
 - **One-Minute Essay:** Give students one minute to respond to the following prompt: Identify one ecosystem service of wetlands and give one example of how they fulfill that function and benefit humans. Ask them to state their claim and support it with evidence/examples.
 - **Misconception Check:** Present students with several statements referring to adaptation and natural selection. Address misconceptions by asking them to explain why a statement is true or false.

RESOURCES

Teacher Resources:

- **Textbook:** 2019 Environmental Science for the AP Course Third Edition by Andrew Friedland & Rick Relyea.
- AP Environmental Science Course and Exam Description
- AP Classroom
- Chromebooks
- Carolina Biodiversity for AP Environmental Science kit
- Water quality test kit/sensors
- Kick-nets and boots
- M&Ms and other small lab supplies

Equipment Needed:

- Projector
- Chromebooks

UNIT 3 OVERVIEW

Content Area: Science

Unit Title: Populations

Target Course/Grade Level: Advanced Placement Environmental Science/Grades 11-12

Unit Summary: Populations within ecosystems change over time in response to a variety of factors. This unit examines the relationship between the type of species and the changes in habitat over time. Specialist species are advantaged by habitats that remain constant, while generalist species tend to be advantaged by habitats that are changing. Different reproductive patterns, including those exhibited by K- and r-selected species, also impact changes to the population. Population growth is limited by environmental factors, especially by the availability of resources and space. In subsequent units, students will explore how increases in populations affect earth systems and resources, land and water use, and energy resources.

Approximate Length of Unit: 3 weeks

LEARNING TARGETS

NJ Student Learning 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.

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-LS2-8 Evaluate the evidence for the role of group behavior on individual and species' chances to survive and reproduce.

College Board Standards:

ERT-3.A Identify differences between generalist and specialist species.

ERT-3.B Identify differences between K- and r-selected species.

ERT-3.C Explain survivorship curves.

ERT-3.D Describe carrying capacity.

ERT-3.E Describe the impact of carrying capacity on ecosystems.

ERT-3.F Explain how resource availability affects population growth.

EIN-1.A Explain age structure diagrams.

EIN-1.B Explain factors that affect total fertility rate in human populations.

EIN-1.C Explain how human populations experience growth and decline.

EIN-1.D Define the demographic transition.

Career Readiness, Life Literacies, and Key Skills:

9.3.12.AG-NR.2 Analyze the interrelationships between natural resources and humans.

9.3.12.AG-ENV.2 Evaluate the impact of public policies and regulations on environmental service system operations.

9.3.12.AG-ENV.3 Develop proposed solutions to environmental issues, problems and applications using scientific principles of meteorology, soil science, hydrology, microbiology, chemistry and ecology.

Interdisciplinary Connections and Standards:**ELA**

RL.CR.11–12.1 Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain.

RL.PP.11–12.5 Evaluate perspectives/lenses from two or more texts on related topics and justify the more cogent viewpoint (e.g., different accounts of the same event or issue, use of different media or formats).

W.IW.11–12.2 Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W.WP.11–12.4 Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

W.WR.11–12.5 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Mathematics

MP.2 Reason abstractly and quantitatively.

MP.4 Model with mathematics.

N.Q.A.1 Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.

N.Q.A.2 Define appropriate quantities for the purpose of descriptive modeling.

N.Q.A.3 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.

S.ID.A.1 Represent data with plots on the real number line.

S.IC.A.1 Understand statistics as a process for making inferences about population parameters based on a random sample from that population.

S.IC.B.6 Evaluate reports based on data.

Unit Understandings:

Students will understand that...

- Populations change over time in reaction to a variety of factors.
- Human populations change in reaction to a variety of factors, including social and cultural factors.

Unit Essential Questions:

- How do changes in habitats influence changes in species over time?
- How is educational opportunity for women connected to human population changes?

Knowledge and Skills:

Students will know...

- Specialist species tend to be advantaged in habitats that remain constant, while generalist species tend to be advantaged in habitats that are changing.
- K-selected species tend to be large, have few offspring per reproduction event, live in stable environments, expend significant energy for each offspring, mature after many years of extended youth and parental care, have long life spans/life expectancy, and reproduce more than once in their lifetime. Competition for resources in K-selected species' habitats is usually relatively high.
- r-selected species tend to be small, have many offspring, expend or invest minimal energy for each offspring, mature early, have short life spans, and may reproduce only once in their lifetime. Competition for resources in r-selected species' habitats is typically relatively low.
- Biotic potential refers to the maximum reproductive rate of a population in ideal conditions.
- Many species have reproductive strategies that are not uniquely r-selected or K-selected, or they change in different conditions at different times.
- K-selected species are typically more adversely affected by invasive species than r-selected species, which are minimally affected by invasive species. Most invasive species are r-selected species.
- A survivorship curve is a line that displays the relative survival rates of a cohort—a group of individuals of the same age—in a population, from birth to the maximum age reached by any one cohort member. There are Type I, Type II, and Type III curves.
- Survivorship curves differ for K-selected and r-selected species, with K-selected species typically following a Type I or Type II curve and r-selected species following a Type III curve.
- When a population exceeds its carrying capacity (carrying capacity can be denoted as K), an overshoot occurs. There are environmental impacts of population overshoot, including resource depletion.
- A major ecological effect of population overshoot is dieback of the population (often severe to catastrophic) because the lack of available resources leads to famine, disease, and/or conflict.
- Population growth is limited by environmental factors, especially by the available resources and space.
- Resource availability and the total resource base are limited and finite over all scales of time.
- When the resources needed by a population for growth are abundant, population growth usually accelerates.
- When the resource base of a population shrinks, the increased potential for unequal distribution of resources will ultimately result in increased mortality, decreased fecundity, or both, resulting in population growth declining to, or below, carrying capacity.
- Population growth rates can be interpreted from age structure diagrams by the shape of the structure.
- A rapidly growing population will, as a rule, have a higher proportion of younger people compared to stable or declining populations.
- The total fertility rate (TFR) is affected by the age at which females have their first child, educational opportunities for females, access to family planning, and government acts and policies.
- If the fertility rate is at replacement levels, a population is considered relatively stable.
- Factors associated with infant mortality rates include whether mothers have access to good healthcare and nutrition. Changes in these factors can lead to changes in infant mortality rates over time.
- Birth rates, infant mortality rates, overall death rates, access to family planning, access to good nutrition, access to education, and postponement of marriage all affect whether a human population is growing or declining.
- Factors limiting the global human population include the Earth's carrying capacity and the basic factors that limit human population growth as set forth by Malthusian theory.

- Population growth can be affected by both density-independent factors, such as major storms, fires, heat waves, or droughts, and density-dependent factors, such as access to clean water and air, food availability, disease transmission, or territory size.
- The rule of 70 states that dividing the number 70 by the percentage population growth rate approximates the population's doubling time.
- The demographic transition refers to the transition from high to lower birth and death rates in a country or region as development occurs and that country moves from a preindustrial to an industrialized economic system. This transition is typically demonstrated through a four-stage demographic transition model (DTM).
- Characteristics of developing countries include higher infant mortality rates and more children in the workforce than developed countries.

Students will be able to...

- Explain environmental concepts and processes.
- Describe patterns or trends in data.
- Explain patterns and trends in data to draw conclusions.
- Explain what the data implies or illustrates about environmental issues.
- Apply appropriate mathematical relationships to solve a problem, with work shown (e.g., dimensional analysis).
- Describe environmental problems.
- Explain environmental concepts, processes, or models in applied contexts.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- End of Unit Common Assessment - See folder for assessment links.
- EdPuzzles
- GIZMOS
- Classroom Assignments: Students will work together to create population graphs based on historical population data. Students will calculate the rate of exponential growth considering a population of rabbits. Students will teach a lesson on species interactions to the class.
- Predator-Prey Simulation Lab: Students will use beans and a spoon to simulate a predator-prey relationship. They will use the data collected to construct graphs showing population change.
- Doubling Time in Exponential Growth: The students will use data to create graphs which they will use to predict future growth of the population.
- Unit project
- Topic Quizzes
- AP Classroom Personal Progress Check
- Assigned Lab Report

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- The predator-prey model with beans
- Human Demographic research and presentation
- Obituary/graveyard data collection and analysis lab
- Power of the Pyramids-Age structure pyramids

- Survivorship of the Bubble lab
- A report card for the planet activity
- Power of Doubling worksheet
- Demographic Transition Drawing
- Global Population Trends Lab
- Sample Activities:
 - **Think-Pair-Share:** Ask students to respond to the following prompt: Which reproductive strategy is more prone to creating an invasive species, and which is more prone to creating an endangered species? Have them develop a claim and support it with evidence (e.g., characteristics of species). After writing for two to three minutes, they can pair with a nearby partner to share responses. Select one group to share their response with the class. The class can add additional information or challenge a response.
 - **Error Analysis:** Have students perform per capita ecological footprint calculations using dimensional analysis to compare developed vs. developing countries. Have them compare answers with a partner to determine errors in their calculations. Then ask them to explain the concept of per capita resource consumption as compared to the size of the population.
 - **Idea Spinner:** Create a spinner with four quadrants labeled “Predict,” “Explain,” “Summarize,” and “Evaluate.” After new material is presented, spin the spinner and ask students to answer a question based on the location of the spinner. For example, after providing students with demographic data and characteristics that describe different phases of the demographic transition, ask students to predict what would happen if there were a change in one of the variables that affect a demographic transition.

RESOURCES

Teacher Resources:

- **Textbook:** 2019 Environmental Science for the AP Course Third Edition by Andrew Friedland & Rick Relyea.
- AP Environmental Science Course and Exam Description
- AP Classroom
- Chromebooks
- Beans, Bubbles, and other small lab materials.

Equipment Needed:

- Projector
- Chromebooks

UNIT 4 OVERVIEW

Content Area: Science

Unit Title: Earth Systems and Resources

Target Course/Grade Level: Advanced Placement Environmental Science/Grades 11-12

Unit Summary: This unit explores earth systems and the resources that support life. Geological changes that occur to earth systems at convergent and divergent boundaries can result in the creation of mountains, island arcs, earthquakes, volcanoes, and seafloor spreading. Soils are a resource, formed when parent material is weathered, transported, and deposited. The atmosphere is another resource, composed of certain percentages of major gasses. The climate is influenced by the sun's energy, the Earth's geography, and the movement of air and water. In subsequent units, students will examine how humans use natural resources and their impact on the environment.

Approximate Length of Unit: 3 weeks

LEARNING TARGETS

NJ Student Learning Standards:

- HS-ESS1-5** Evaluate evidence of the past and current movements of continental and oceanic crust and the theory of plate tectonics to explain the ages of crustal rocks.
- HS-ESS1-6** Apply scientific reasoning and evidence from ancient Earth materials, meteorites, and other planetary surfaces to construct an account of Earth's formation and early history.
- HS-ESS2-1** Develop a model to illustrate how Earth's internal and surface processes operate at different spatial and temporal scales to form continental and ocean-floor features
- 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.
- HS-ESS3-2** Evaluate competing design solutions for developing, managing, and utilizing energy and mineral resources based on cost-benefit ratios.
- HS-ESS3-3** Create a computational simulation to illustrate the relationships among management of natural resources, the sustainability of human populations, and biodiversity.
- HS-ESS3-4** Evaluate or refine a technological solution that reduces impacts of human activities on natural systems.
- 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.

College Board Standards:

- ERT-4.A** Describe the geological changes and events that occur at convergent, divergent, and transform plate boundaries.
- ERT-4.B** Describe the characteristics and formation of soil.
- ERT-4.C** Describe similarities and differences between properties of different soil types.
- ERT-4.D** Describe the structure and composition of the Earth's atmosphere.
- ERT-4.E** Explain how environmental factors can result in atmospheric circulation.

ERT-4.F Describe the characteristics of a watershed.

ENG-2.A Explain how the sun's energy affects the Earth's surface.

ENG-2.B Describe how the Earth's geography affects weather and climate.

ENG-2.C Describe the environmental changes and effects that result from El Niño or La Niña events (El Niño–Southern Oscillation).

Career Readiness, Life Literacies, and Key Skills:

9.3.12.AG-NR.1 Plan and conduct natural resource management activities that apply logical, reasoned and scientifically based solutions to natural resource issues and goals.

9.3.12.AG-NR.2 Analyze the interrelationships between natural resources and humans.

9.3.12.AG-ENV.2 Evaluate the impact of public policies and regulations on environmental service system operations.

9.3.12.AG-ENV.3 Develop proposed solutions to environmental issues, problems and applications using scientific principles of meteorology, soil science, hydrology, microbiology, chemistry and ecology.

9.4.12.CI.1 Demonstrate the ability to reflect, analyze, and use creative skills and ideas.

9.4.12.CT.1 Identify problem-solving strategies used in the development of an innovative product or practice.

9.4.12.IML.2 Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources.

9.4.12.IML.3 Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions.

Interdisciplinary Connections and Standards:

ELA

RL.CR.11–12.1 Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain.

RI.CI.11–12.2 Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they interact and build on one another to provide a complex account or analysis; provide an objective summary of the text.

RL.PP.11–12.5 Evaluate perspectives/lenses from two or more texts on related topics and justify the more cogent viewpoint (e.g., different accounts of the same event or issue, use of different media or formats).

W.IW.11–12.2 Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

SL.UM.11–12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

Mathematics

MP.2 Reason abstractly and quantitatively.

MP.4 Model with mathematics.

N.Q.A.1 Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.

N.Q.A.2 Define appropriate quantities for the purpose of descriptive modeling.

N.Q.A.3 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.

F.IF.B.5 Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes.

S.ID.B.6 Represent data on two quantitative variables on a scatter plot, and describe how those variables are related.

Unit Understandings:

Students will understand that...

- Earth's systems interact, resulting in a state of balance over time.
- Most of the Earth's atmospheric processes are driven by the input of energy from the sun.

Unit Essential Questions:

- How does energy from the sun influence the weather?
- How can earthquakes be predicted?

Knowledge and Skills:

Students will know...

- Convergent boundaries can result in the creation of mountains, island arcs, earthquakes, and volcanoes.
- Divergent boundaries can result in seafloor spreading, rift valleys, volcanoes, and earthquakes.
- Transform boundaries can result in earthquakes.
- Maps that show the global distribution of plate boundaries can be used to determine the location of volcanoes, island arcs, earthquakes, hot spots, and faults.
- An earthquake occurs when stress overcomes a locked fault, releasing stored energy.
- Soils are formed when parent material is weathered, transported, and deposited.
- Soils are generally categorized by horizons based on their composition and organic material.
- Soils can be eroded by winds or water. Protecting soils can protect water quality as soils effectively filter and clean water that moves through them.
- Water holding capacity—the total amount of water soil can hold—varies with different soil types. Water retention contributes to land productivity and the fertility of soils.
- The particle size and composition of each soil horizon can affect the porosity, permeability, and fertility of the soil.
- There are a variety of methods to test the chemical, physical, and biological properties of soil that can aid in a variety of decisions, such as irrigation and fertilizer requirements.
- A soil texture triangle is a diagram that allows for the identification and comparison of soil types based on their percentage of clay, silt, and sand.
- The atmosphere is made up of major gasses, each with its own relative abundance.
- The layers of the atmosphere are based on temperature gradients and include the troposphere, stratosphere, mesosphere, thermosphere, and exosphere.
- Global wind patterns primarily result from the most intense solar radiation arriving at the equator, resulting in density differences and the Coriolis effect.
- Characteristics of a given watershed include its area, length, slope, soil, vegetation types, and divisions with adjoining watersheds.
- Incoming solar radiation (insolation) is the Earth's main source of energy and is dependent on season and latitude.
- The angle of the sun's rays determines the intensity of the solar radiation. Due to the shape of the Earth, the latitude that is directly horizontal to the solar radiation receives the most intensity.
- The highest solar radiation per unit area is received at the equator and decreases toward the poles.
- The solar radiation received at a location on the Earth's surface varies seasonally, with the most radiation received during the location's longest summer day and the least on the shortest winter day.
- The tilt of the Earth's axis of rotation causes the Earth's seasons and the number of hours of daylight in a particular location on the Earth's surface.
- Weather and climate are affected not only by the sun's energy but also by geologic and geographic factors, such as mountains and ocean temperature.
- A rain shadow is a region of land that has become drier because a higher elevation area blocks precipitation from reaching the land.

- El Niño and La Niña are phenomena associated with changing ocean surface temperatures in the Pacific Ocean. These phenomena can cause global changes in rainfall, wind, and ocean circulation patterns.
- El Niño and La Niña are influenced by geological and geographic factors and can affect different locations in different ways.

Students will be able to...

- Explain how environmental concepts and processes represented visually relate to broader environmental issues.
- Identify a research method, design, and/or measure used.
- Describe an aspect of a research method, design, and/or measure used.
- Describe characteristics of an environmental concept, process, or model represented visually.
- Explain relationships between different characteristics of environmental concepts, processes, or models represented visually: In theoretical contexts and in applied contexts.
- Explain environmental concepts, processes, or models in applied contexts.
- Describe environmental problems.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- End of Unit Common Assessment - See folder for assessment links.
- EdPuzzles
- GIZMOS
- Classroom Assignments: Students will work cooperatively to research the impact of dams from an environmental view. Students will work with a partner to calculate measurements of plate tectonic movement to determine the time it will take two plates to meet.
- Soil Analysis Lab: Students will use a variety of scientific techniques to examine a soil sample.
- Unit project
- Topic Quizzes
- AP Classroom Personal Progress Check
- Assigned Lab Report

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Watershed paper model and lab
- Rock cycle interactive
- Oreo tectonics
- Earthquakes, Volcanoes and Plate Tectonics model
- Carolina Soil Productivity lab
- Edible soil lab
- Coriolis Effect simulation
- El Nino modeling activity
- Soil Analysis Lab
- Atmospheric Structure Diagram
- Earth Science Stations POGIL

- Sample Activities:
 - **Construct an Argument:** Provide students with a map and coordinates for earthquakes and volcanoes. Have them plot the location of these events and then compare their map to a map where the major plate boundaries are drawn. Then ask them to explain why these activities occur at plate boundaries.
 - **One-Minute Essay:** Ask students to identify the four major layers of the atmosphere and describe the general temperature profile for each layer. They should also explain briefly why the troposphere and the stratosphere are impacted by air pollution.
 - **Ask the Expert:** Divide the class into two groups that represent El Niño experts and two others that represent La Niña experts. Have students rotate through the groups with index cards. As they rotate, have them collect information on El Niño and La Niña and their impact on global weather patterns.

RESOURCES

Teacher Resources:

- **Textbook:** 2019 Environmental Science for the AP Course Third Edition by Andrew Friedland & Rick Relyea.
- AP Environmental Science Course and Exam Description
- AP Classroom
- Chromebooks
- Watershed Table
- Oreos, Edible soil materials, Globe Balloons, etc.

Equipment Needed:

- Projector
- Chromebook

UNIT 5 OVERVIEW

Content Area: Science

Unit Title: Land and Water Use

Target Course/Grade Level: Advanced Placement Environmental Science/Grades 11-12

Unit Summary: This unit explores human activities that disrupt ecosystems both positively and negatively and the methods employed to reduce impact. It examines human use of natural resources through many means, including mining and clearcutting, and the impacts on the environment. Agricultural practices in particular can cause environmental disruption. For example, one of the largest uses of freshwater is for irrigation. Every irrigation method employed for agriculture has its own benefits and drawbacks. In subsequent units, students will examine different types of energy resources, the consumption of these resources, and their impact on the environment.

Approximate Length of Unit: 4 weeks

LEARNING TARGETS

NJ Students Learning Standards:

- HS-LS2-7** Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity.
- 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.
- HS-ESS3-2** Evaluate competing design solutions for developing, managing, and utilizing energy and mineral resources based on cost-benefit ratios.
- HS-ESS3-3** Create a computational simulation to illustrate the relationships among management of natural resources, the sustainability of human populations, and biodiversity.
- HS-ESS3-4** Evaluate or refine a technological solution that reduces impacts of human activities on natural systems.
- 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.

College Board Standards:

- EIN-2.A** Explain the concept of the tragedy of the commons.
- EIN-2.B** Describe the effect of clearcutting on forests.
- EIN-2.C** Describe changes in agricultural practices.
- EIN-2.D** Describe agricultural practices that cause environmental damage.
- EIN-2.E** Describe different methods of irrigation.
- EIN-2.F** Describe the benefits and drawbacks of different methods of irrigation.
- EIN-2.G** Describe the benefits and drawbacks of different methods of pest control.
- EIN-2.H** Identify different methods of meat production.
- EIN-2.I** Describe the benefits and drawbacks of different methods of meat production.
- EIN-2.J** Describe causes of and problems related to overfishing.

- EIN-2.K Describe natural resource extraction through mining.
- EIN-2.L Describe ecological and economic impacts of natural resource extraction through mining.
- EIN-2.M Describe the effects of urbanization on the environment.
- EIN-2.N Explain the variables measured in an ecological footprint.
- STB-1.A Explain the concept of sustainability
- STB-1.B Describe methods for mitigating problems related to urban runoff.
- STB-1.C Describe integrated pest management.
- STB-1.D Describe the benefits and drawbacks of integrated pest management (IPM).
- STB-1.E Describe sustainable agricultural and food production practices.
- STB-1.F Describe the benefits and drawbacks of aquaculture.
- STB-1.G Describe methods for mitigating human impact on forests.

Career Readiness, Life Literacies, and Key Skills:

- 9.3.12.AG-NR.1 Plan and conduct natural resource management activities that apply logical, reasoned and scientifically based solutions to natural resource issues and goals.
- 9.3.12.AG-NR.2 Analyze the interrelationships between natural resources and humans.
- 9.3.12.AG-PL.1 Develop and implement a crop management plan for a given production goal that accounts for environmental factors.
- 9.3.12.AG-ENV.1 Use analytical procedures and instruments to manage environmental service systems.
- 9.3.12.AG-ENV.2 Evaluate the impact of public policies and regulations on environmental service system operations.
- 9.3.12.AG-ENV.3 Develop proposed solutions to environmental issues, problems and applications using scientific principles of meteorology, soil science, hydrology, microbiology, chemistry and ecology.
- 9.3.12.AG-FD.4 Explain the scope of the food industry and the historical and current developments of food products and processing.
- 9.4.12.CI.1 Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
- 9.4.12.CI.2 Identify career pathways that highlight personal talents, skills, and abilities.
- 9.4.12.CT.1 Identify problem-solving strategies used in the development of an innovative product or practice.

Interdisciplinary Connections and Standards:

ELA

- RL.CR.11–12.1 Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain.
- RI.CI.11–12.2 Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they interact and build on one another to provide a complex account or analysis; provide an objective summary of the text.
- RL.PP.11–12.5 Evaluate perspectives/lenses from two or more texts on related topics and justify the more cogent viewpoint (e.g., different accounts of the same event or issue, use of different media or formats).
- W.IW.11–12.2 Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

Mathematics

- MP.2 Reason abstractly and quantitatively.
- MP.4 Model with mathematics.
- N.Q.A.1 Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.
- N.Q.A.2 Define appropriate quantities for the purpose of descriptive modeling.
- N.Q.A.3 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.

Unit Understandings:

Students will understand that...

- When humans use natural resources, they alter natural systems.
- Humans can mitigate their impact on land and water resources through sustainable use.

Unit Essential Questions:

- How does your use of natural resources impact the world?
- Why are sustainable practices difficult to implement?

Knowledge and Skills:

Students will know...

- The tragedy of the commons suggests that individuals will use shared resources in their own self-interest rather than in keeping with the common good, thereby depleting the resources.
- Clearcutting can be economically advantageous but leads to soil erosion, increased soil and stream temperatures, and flooding.
- Forests contain trees that absorb pollutants and store carbon dioxide. The cutting and burning of trees releases carbon dioxide and contributes to climate change.
- The Green Revolution started a shift to new agricultural strategies and practices in order to increase food production, with both positive and negative results. Some of these strategies and methods are mechanization, genetically modified organisms (GMOs), fertilization, irrigation, and the use of pesticides.
- Mechanization of farming can increase profits and efficiency for farms. It can also increase reliance on fossil fuels.
- Agricultural practices that can cause environmental damage include tilling, slash-and-burn farming, and the use of fertilizers.
- The largest human use of freshwater is for irrigation (70%).
- Types of irrigation include drip irrigation, flood irrigation, furrow irrigation, drip irrigation, and spray irrigation.
- Waterlogging occurs when too much water is left to sit in the soil, which raises the water table of groundwater and inhibits plants' ability to absorb oxygen through their roots.
- Furrow irrigation involves cutting furrows between crop rows and filling them with water. This system is inexpensive, but about 1/3 of the water is lost to evaporation and runoff.
- Flood irrigation involves flooding an agricultural field with water. This system sees about 20% of the water lost to evaporation and runoff. This can also lead to waterlogging of the soil.
- Spray irrigation involves pumping groundwater into spray nozzles across an agricultural field. This system is more efficient than flood and furrow irrigation, with only 1/4 or less of the water lost to evaporation or runoff. However, spray systems are more expensive than flood and furrow irrigation, and also require energy to run.
- Drip irrigation uses perforated hoses to release small amounts of water to plant roots. This system is the most efficient, with only about 5% of water lost to evaporation and runoff. However, this system is expensive and so is not often used.
- Salinization occurs when the salts in groundwater remain in the soil after the water evaporates. Over time, salinization can make soil toxic to plants.
- Aquifers can be severely depleted if overused for agricultural irrigation, as has happened to the Ogallala Aquifer in the central United States.
- One consequence of using common pest-control methods such as pesticides, herbicides, fungicides, rodenticides, and insecticides is that organisms can become resistant to them through artificial selection. Pest control decreases crop damage by pests and increases crop yields.
- Crops can be genetically engineered to increase their resistance to pests and diseases. However, using genetically engineered crops in planting or other ways can lead to loss of genetic diversity of that particular crop.

- Methods of meat production include concentrated animal feeding operations (CAFOs), also called feedlots, and free-range grazing.
- Meat production is less efficient than agriculture; it takes approximately 20 times more land to produce the same amount of calories from meat as from plants.
- Concentrated animal feeding operations (CAFOs) are used as a way to quickly get livestock ready for slaughter. They tend to be crowded, and animals are fed grains or feed that are not as suitable as grass. Additionally, feedlots generate a large amount of organic waste, which can contaminate ground and surface water. The use of feedlots is less expensive than other methods, which can keep costs to consumers down.
- Free-range grazing allows animals to graze on grass during their entire lifecycle. Meat from free-range animals tends to be free from antibiotics and other chemicals used in feedlots. Organic waste from these animals acts as a fertilizer. Free-range grazing requires large areas of land and the meat produced is more expensive for consumers.
- Overgrazing occurs when too many animals feed on a particular area of land. Overgrazing causes loss of vegetation, which leads to soil erosion.
- Overgrazing can cause desertification. Desertification is the degradation of low precipitation regions toward being increasingly arid until they become deserts.
- Less consumption of meat could reduce CO₂, methane, and N₂O emissions; conserve water; reduce the use of antibiotics and growth hormones; and improve topsoil.
- Overfishing has led to the extreme scarcity of some fish species, which can lessen biodiversity in aquatic systems and harm people who depend on fishing for food and commerce.
- As the more accessible ores are mined to depletion, mining operations are forced to access lower-grade ores. Accessing these ores requires increased use of resources that can cause increased waste and pollution.
- Surface mining is the removal of large portions of soil and rock, called overburden, in order to access the ore underneath. An example is strip mining, which removes the vegetation from an area, making the area more susceptible to erosion.
- Mining wastes include the soil and rocks that are moved to gain access to the ore and the waste, called slag and tailings that remain when the minerals have been removed from the ore. Mining helps to provide low-cost energy and materials necessary to make products. The mining of coal can destroy habitats, contaminate groundwater, and release dust particles and methane.
- As coal reserves get smaller, due to a lack of easily accessible reserves, it becomes necessary to access coal through subsurface mining, which is very expensive.
- Urbanization can lead to depletion of resources and saltwater intrusion in the hydrologic cycle.
- Urbanization, through the burning of fossil fuels and landfills, affects the carbon cycle by increasing the amount of carbon dioxide in the atmosphere.
- Impervious surfaces are human-made structures—such as roads, buildings, sidewalks, and parking lots—that do not allow water to reach the soil, leading to flooding.
- Urban sprawl is the change in population distribution from high-population-density areas to low-density suburbs that spread into rural lands, leading to potential environmental problems.
- Ecological footprints compare resource demands and waste production required for an individual or a society.
- Sustainability refers to humans living on Earth and their use of resources without depletion of the resources for future generations. Environmental indicators that can guide humans to sustainability include biological diversity, food production, average global surface temperatures and CO₂ concentrations, human population, and resource depletion.
- Sustainable yield is the amount of a renewable resource that can be taken without reducing the available supply.
- Methods to increase water infiltration include replacing traditional pavement with permeable pavement, planting trees, increasing the use of public transportation, and building up, not out.

- Integrated pest management (IPM) is a combination of methods used to effectively control pest species while minimizing the disruption to the environment. These methods include biological, physical, and limited chemical methods such as biocontrol, intercropping, crop rotation, and natural predators of the pests.
- The use of integrated pest management (IPM) reduces the risk that pesticides pose to wildlife, water supplies, and human health.
- Integrated pest management (IPM) minimizes disruptions to the environment and threats to human health but can be complex and expensive.
- The goal of soil conservation is to prevent soil erosion. Different methods of soil conservation include contour plowing, windbreaks, perennial crops, terracing, no-till agriculture, and strip cropping.
- Strategies to improve soil fertility include crop rotation and the addition of green manure and limestone.
- Rotational grazing is the regular rotation of livestock between different pastures in order to avoid overgrazing in a particular area.
- Aquaculture has expanded because it is highly efficient, requires only small areas of water, and requires little fuel.
- Aquaculture can contaminate wastewater, and fish that escape may compete or breed with wild fish. The density of fish in aquaculture can lead to increases in disease incidences, which can be transmitted to wild fish.
- Some of the methods for mitigating deforestation include reforestation, using and buying wood harvested by ecologically sustainable forestry techniques, and reusing wood.
- Methods to protect forests from pathogens and insects include integrated pest management (IPM) and the removal of affected trees.
- Prescribed burn is a method by which forests are set on fire under controlled conditions in order to reduce the occurrence of natural fires.

Students will be able to...

- Explain environmental concepts and processes.
- Describe environmental concepts and processes.
- Describe the author's perspective and assumptions.
- Describe disadvantages, advantages, or unintended consequences for potential solutions.
- Make a claim that proposes a solution to an environmental problem in an applied context.
- Explain what the data implies or illustrates about environmental issues.
- Describe potential responses or approaches to environmental problems.
- Identify a research method, design, and/or measure used.
- Use data and evidence to support a potential solution.
- Justify a proposed solution, by explaining potential advantages.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly "understand"?

- End of Unit Common Assessment - See folder for assessment links.
- GIZMOS
- Classroom Assignments: Students will work cooperatively to develop their own examples of the tragedy of the commons. Students will calculate the amount of land needed to produce their food.

- Soil Salinization Lab: Students will test the effects of soil salinization on the germination of plant seeds.
- Unit project
- Topic Quizzes
- AP Classroom Personal Progress Check
- Assigned Lab Report

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Sustainable City Design with Rubric
- Ecological footprint Lab
- Aquifer model
- GMO debate
- Biggest Little Farm Documentary
- Tragedy of Commons goldfish cracker lab
- Water Usage research project
- Cookie mining lab
- Lego Urbanization City Planning
- Food Inc. Movie
- Forestry Skits
- Meal Makeover project (meat to vegan)
- Irrigation Drag & Drop Activity
- Sample Activities:
 - **Construct an Argument:** Divide the class into nine groups. Assign each group one of the nine statements from free-response question 4 (part 1) on the 1999 AP Exam. Have students develop an argument where they defend or refute the statement. Then have them present their arguments to the class.
 - **One-Minute Essay:** Have students use an ecological footprint calculator to calculate their ecological footprint (in class or for homework). Ask them to write about what contributes to their ecological footprint or one change they could make to substantially lower it.

RESOURCES

Teacher Resources:

- **Textbook:** 2019 Environmental Science for the AP Course Third Edition by Andrew Friedland & Rick Relyea.
- AP Environmental Science Course and Exam Description
- AP Classroom
- Chromebooks
- Lego pieces, Cookies for cookie mining, Goldfish, etc.

Equipment Needed:

- Projector
- Chromebooks

UNIT 6 OVERVIEW

Content Area: Science

Unit Title: Energy Resources and Consumption

Target Course/Grade Level: Advanced Placement Environmental Science/Grades 11-12

Unit Summary: This unit examines human use of renewable and nonrenewable sources of energy and its impact on the environment. Energy consumption differs throughout the world and the availability of natural energy resources depends on the region's geologic history. Subsequent units will examine the impact of human activity on the atmosphere, land, and water.

Approximate Length of Unit: 4 weeks

LEARNING TARGETS

NJ Student Learning Standards:

- 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.
- HS-ESS2-4** Use a model to describe how variations in the flow of energy into and out of Earth's systems result in changes in climate.
- HS-ESS2-6** Develop a quantitative model to describe the cycling of carbon among the hydrosphere, atmosphere, geosphere, and biosphere.
- 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.
- HS-ESS3-2** Evaluate competing design solutions for developing, managing, and utilizing energy and mineral resources based on cost-benefit ratios.
- HS-ESS3-3** Create a computational simulation to illustrate the relationships among management of natural resources, the sustainability of human populations, and biodiversity.
- 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-PS3-2** Develop and use models to illustrate that energy at the macroscopic scale can be accounted for as a combination of energy associated with the motions of particles (objects) and energy associated with the relative positions of particles (objects).
- HS-PS3-3** Design, build, and refine a device that works within given constraints to convert one form of energy into another form of energy.

College Board Standards:

- ENG-3.A** Identify differences between nonrenewable and renewable energy sources.
- ENG-3.B** Describe trends in energy consumption.
- ENG-3.C** Identify types of fuels and their uses.
- ENG-3.D** Identify where natural energy resources occur

- ENG-3.E** Describe the use and methods of fossil fuels in power generation.
- ENG-3.F** Describe the effects of fossil fuels on the environment.
- ENG-3.G** Describe the use of nuclear energy in power generation.
- ENG-3.H** Describe the effects of the use of nuclear energy on the environment.
- ENG-3.I** Describe the effects of the use of biomass in power generation on the environment.
- ENG-3.J** Describe the use of solar energy in power generation.
- ENG-3.K** Describe the effects of the use of solar energy in power generation on the environment.
- ENG-3.L** Describe the use of hydroelectricity in power generation.
- ENG-3.M** Describe the effects of the use of hydroelectricity in power generation on the environment.
- ENG-3.N** Describe the use of geothermal energy in power generation.
- ENG-3.O** Describe the effects of the use of geothermal energy in power generation on the environment.
- ENG-3.P** Describe the use of hydrogen fuel cells in power generation.
- ENG-3.Q** Describe the effects of the use of hydrogen fuel cells in power generation on the environment.
- ENG-3.R** Describe the use of wind energy in power generation.
- ENG-3.S** Describe the effects of the use of wind energy in power generation on the environment.
- ENG-3.T** Describe methods for conserving energy.

Career Readiness, Life Literacies, and Key Skills:

- 9.3.12.AG-NR.1** Plan and conduct natural resource management activities that apply logical, reasoned and scientifically based solutions to natural resource issues and goals.
- 9.3.12.AG-NR.2** Analyze the interrelationships between natural resources and humans.
- 9.3.12.AG-NR.3** Develop plans to ensure sustainable production and processing of natural resources.
- 9.3.12.AG-ENV.2** Evaluate the impact of public policies and regulations on environmental service system operations.
- 9.3.12.AG-ENV.3** Develop proposed solutions to environmental issues, problems and applications using scientific principles of meteorology, soil science, hydrology, microbiology, chemistry and ecology.
- 9.3.12.AG-ENV.4** Demonstrate the operation of environmental service systems (e.g., pollution control, water treatment, wastewater treatment, solid waste management and energy conservation).
- 9.4.12.CI.1** Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
- 9.4.12.CI.2** Identify career pathways that highlight personal talents, skills, and abilities.
- 9.4.12.CI.3** Investigate new challenges and opportunities for personal growth, advancement, and transition.
- 9.4.12.DC.7** Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society.
- 9.4.12.GCA.1** Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others.
- 9.4.12.IML.5** Evaluate, synthesize, and apply information on climate change from various sources appropriately.

Interdisciplinary Connections and Standards:

ELA

- RL.CR.11–12.1** Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain.
- RI.CI.11–12.2** Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they interact and build on one another to provide a complex account or analysis; provide an objective summary of the text.
- RL.PP.11–12.5** Evaluate perspectives/lenses from two or more texts on related topics and justify the more cogent viewpoint (e.g., different accounts of the same event or issue, use of different media or formats).
- W.IW.11–12.2** Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

Mathematics

MP.2 Reason abstractly and quantitatively.

MP.4 Model with mathematics.

N.Q.A.1 Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.

N.Q.A.2 Define appropriate quantities for the purpose of descriptive modeling.

N.Q.A.3 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.

Unit Understandings:

Students will understand that...

- Humans use energy from a variety of sources, resulting in positive and negative consequences.

Unit Essential Questions:

- Why are fossil fuels the most widely used energy resources if they are nonrenewable?

Knowledge and Skills:

Students will know...

- Nonrenewable energy sources are those that exist in a fixed amount and involve energy transformation that cannot be easily replaced.
- Renewable energy sources are those that can be replenished naturally, at or near the rate of consumption, and reused.
- The use of energy resources is not evenly distributed between developed and developing countries.
- The most widely used sources of energy globally are fossil fuels.
- As developing countries become more developed, their reliance on fossil fuels for energy increases.
- As the world becomes more industrialized, the demand for energy increases.
- Availability, price, and governmental regulations influence which energy sources people use and how they use them.
- Wood is commonly used as fuel in the forms of firewood and charcoal. It is often used in developing countries because it is easily accessible.
- Peat is partially decomposed organic material that can be burned for fuel.
- Three types of coal used for fuel are lignite, bituminous, and anthracite. Heat, pressure, and depth of burial contribute to the development of various coal types and their qualities.
- Natural gas, the cleanest of the fossil fuels, is mostly methane.
- Crude oil can be recovered from tar sands, which are a combination of clay, sand, water, and bitumen.
- Fossil fuels can be made into specific fuel types for specialized uses (e.g., in motor vehicles).
- Cogeneration occurs when a fuel source is used to generate both useful heat and electricity.
- The global distribution of natural energy resources, such as ores, coal, crude oil, and gas, is not uniform and depends on regions' geologic history.
- The combustion of fossil fuels is a chemical reaction between the fuel and oxygen that yields carbon dioxide and water and releases energy.
- Energy from fossil fuels is produced by burning those fuels to generate heat, which then turns water into steam. That steam turns a turbine, which generates electricity.
- Humans use a variety of methods to extract fossil fuels from the earth for energy generation.
- Hydrologic fracturing (fracking) can cause groundwater contamination and the release of volatile organic compounds.
- Nuclear power is generated through fission, where atoms of Uranium-235, which are stored in fuel rods, are split into smaller parts after being struck by a neutron. Nuclear fission releases a

large amount of heat, which is used to generate steam, which powers a turbine and generates electricity.

- Radioactivity occurs when the nucleus of a radioactive isotope loses energy by emitting radiation.
- Uranium-235 remains radioactive for a long time, which leads to the problems associated with the disposal of nuclear waste.
- Nuclear power generation is a nonrenewable energy source. Nuclear power is considered a cleaner energy source because it does not produce air pollutants, but it does release thermal pollution and hazardous solid waste.
- Three Mile Island, Chernobyl, and Fukushima are three cases where accidents or natural disasters led to the release of radiation. These releases have had short- and long-term impacts on the environment.
- A radioactive element's half-life can be used to calculate a variety of things, including the rate of decay and the radioactivity level at specific points in time.
- Burning biomass produces heat for energy at a relatively low cost, but it also produces carbon dioxide, carbon monoxide, nitrogen oxides, particulates, and volatile organic compounds. The overharvesting of trees for fuel also causes deforestation.
- Ethanol can be used as a substitute for gasoline. Burning ethanol does not introduce additional carbon into the atmosphere via combustion, but the energy return on energy investment for ethanol is low.
- Photovoltaic solar cells capture light energy from the sun and transform it directly into electrical energy. Their use is limited by the availability of sunlight.
- Active solar energy systems use solar energy to heat a liquid through mechanical and electric equipment to collect and store the energy captured from the sun.
- Passive solar energy systems absorb heat directly from the sun without the use of mechanical and electric equipment, and energy cannot be collected or stored.
- Solar energy systems have a low environmental impact and produce clean energy, but they can be expensive. Large solar energy farms may negatively impact desert ecosystems.
- Hydroelectric power can be generated in several ways. Dams built across rivers collect water in reservoirs. The moving water can be used to spin a turbine. Turbines can also be placed in small rivers, where the flowing water spins the turbine.
- Tidal energy uses the energy produced by tidal flows to turn a turbine.
- Hydroelectric power does not generate air pollution or waste, but construction of the power plants can be expensive, and there may be a loss of or change in habitats following the construction of dams.
- Geothermal energy is obtained by using the heat stored in the Earth's interior to heat up water, which is brought back to the surface as steam. The steam is used to drive an electric generator.
- The cost of accessing geothermal energy can be prohibitively expensive, as is not easily accessible in many parts of the world. In addition, it can cause the release of hydrogen sulfide.
- Hydrogen fuel cells are an alternative to nonrenewable fuel sources. They use hydrogen as fuel, combining the hydrogen and oxygen in the air to form water and release energy (electricity) in the process. Water is the product (emission) of a fuel cell.
- Hydrogen fuel cells have a low environmental impact and produce no carbon dioxide when the hydrogen is produced from water. However, the technology is expensive and energy is still needed to create the hydrogen gas used in the fuel cell.
- Wind turbines use the kinetic energy of moving air to spin a turbine, which in turn converts the mechanical energy of the turbine into electricity.
- Wind energy is a renewable, clean source of energy. However, birds and bats may be killed if they fly into the spinning turbine blades.
- Some of the methods for conserving energy around a home include adjusting the thermostat to reduce the use of heat and air conditioning, conserving water, use of energy-efficient appliances, and conserving landscaping.

- Methods for conserving energy on a large scale include improving fuel economy for vehicles, using BEVs (battery electric vehicles) and hybrid vehicles, using public transportation, and implementing green building design features.

Students will be able to...

- Explain environmental concepts, processes, or models in applied contexts.
- Calculate an accurate numeric answer with appropriate units.
- Describe environmental concepts and processes.
- Explain relationships between different characteristics of environmental concepts, processes, or models represented visually: In theoretical contexts and in applied contexts.
- Describe environmental problems.
- Describe potential responses or approaches to environmental problems.
- Explain patterns and trends in data to draw conclusions.
- Justify a proposed solution, by explaining potential advantages.
- Explain environmental concepts and processes.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- End of Unit Common Assessment - See folder for assessment links.
- Energy GIZMO
- Classroom Assignments: Students will work cooperatively to calculate the benefits of growing mangoes rather than firewood using dimensional analysis.
- Personal Energy Audit: Students analyze their household energy consumption using an electric bill. They may also use the electric meter on their house as well as a kilowatt meter.
- Unit project
- SWITCH documentary
- Topic Quizzes
- AP Classroom Personal Progress Check

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Half-life penny flip lab
- Energy usage and CO₂ production calculation lab
- Home energy audit
- Energy type superhero vs. super villain project
- Energy town research project
- Presentation or lecture on nuclear power and calculating half-lives.
- Presentation or lecture on renewable energy and efficiency.
- SWITCH Classroom
- Oil spill lab
- Shark tank activity
- Sample Activities:
 - **Fishbowl:** Divide students into two groups and arrange them in an inner and outer circle. Assign students in the inner group a type of nonrenewable resource and assign the students in the outer group a type of renewable resource. Have them move through the

circle reporting on one pro and one con for each resource. Then have them make a list summarizing the pros and cons of each resource.

- **Debate:** Divide the class into three groups. Assign one group to represent the pros of creating a dam for hydroelectric power. Assign the second group to represent the cons of creating a dam for hydroelectric power. Assign the third group to represent the panel of judges. Have students debate the merits of each side and allow the panel of judges to vote on the winner of the debate.

RESOURCES

Teacher Resources:

- **Textbook:** 2019 Environmental Science for the AP Course Third Edition by Andrew Friedland & Rick Relyea.
- AP Environmental Science Course and Exam Description
- AP Classroom
- Chromebooks
- Pennies, oil, foil trays, cotton balls, kilowatt readers, etc.

Equipment Needed:

- Projector
- Chromebooks

UNIT 7 OVERVIEW

Content Area: Science

Unit Title: Atmospheric Pollution

Target Course/Grade Level: Advanced Placement Environmental Science/Grades 11-12

Unit Summary: Air pollution has many sources and effects, both indoors and outdoors. Air is a natural resource that covers the Earth and crosses many system boundaries. Human activities affect the quality of the air both indoors and outdoors. Through legislation, the Clean Air Act regulates the emission of air pollutants that affect human health. The gasses and particulates in the atmosphere come from both natural and human sources; once air pollution sources are identified, methods can be used to reduce it. Subsequent units will focus on pollution's impacts on land and water.

Approximate Length of Unit: 3 weeks

LEARNING TARGETS

NJ Student Learning Standards:

- 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.
- HS-ESS2-6** Develop a quantitative model to describe the cycling of carbon among the hydrosphere, atmosphere, geosphere, and biosphere.
- 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.
- HS-ESS3-2** Evaluate competing design solutions for developing, managing, and utilizing energy and mineral resources based on cost-benefit ratios.
- HS-ESS3-3** Create a computational simulation to illustrate the relationships among management of natural resources, the sustainability of human populations, and biodiversity.
- HS-ESS3-4** Evaluate or refine a technological solution that reduces impacts of human activities on natural systems.
- 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.

College Board Standards:

- STB-2.A** Identify the sources and effects of air pollutants.
- STB-2.B** Explain the causes and effects of photochemical smog and methods to reduce it.
- STB-2.C** Describe thermal inversion and its relationship with pollution.
- STB-2.D** Describe natural sources of CO₂ and particulates.
- STB-2.E** Identify indoor air pollutants.
- STB-2.F** Describe the effects of indoor air pollutants.
- STB-2.G** Explain how air pollutants can be reduced at the source.
- STB-2.H** Describe acid deposition.

STB-2.I Describe the effects of acid deposition on the environment.

STB-2.J Describe human activities that result in noise pollution and its effects.

Career Readiness, Life Literacies, and Key Skills:

9.3.12.AG-ENV.2 Evaluate the impact of public policies and regulations on environmental service system operations.

9.3.12.AG-ENV.3 Develop proposed solutions to environmental issues, problems and applications using scientific principles of meteorology, soil science, hydrology, microbiology, chemistry and ecology.

9.3.12.AG-ENV.4 Demonstrate the operation of environmental service systems (e.g., pollution control, water treatment, wastewater treatment, solid waste management and energy conservation).

9.4.12.CI.1 Demonstrate the ability to reflect, analyze, and use creative skills and ideas.

9.4.12.CI.2 Identify career pathways that highlight personal talents, skills, and abilities.

9.4.12.CT.1 Identify problem-solving strategies used in the development of an innovative product or practice.

9.4.12.CT.2 Explain the potential benefits of collaborating to enhance critical thinking and problem solving.

9.4.12.IML.2 Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources.

Interdisciplinary Connections and Standards:

ELA

RL.CR.11–12.1 Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain.

RI.CI.11–12.2 Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they interact and build on one another to provide a complex account or analysis; provide an objective summary of the text.

RL.PP.11–12.5 Evaluate perspectives/lenses from two or more texts on related topics and justify the more cogent viewpoint (e.g., different accounts of the same event or issue, use of different media or formats).

W.IW.11–12.2 Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

Mathematics

MP.2 Reason abstractly and quantitatively.

MP.4 Model with mathematics.

HSN-Q.A.1 Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.

N.Q.A.2 Define appropriate quantities for the purpose of descriptive modeling.

N.Q.A.3 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.

Unit Understandings:

Students will understand that...

- Human activities have physical, chemical, and biological consequences for the atmosphere.

Unit Essential Questions:

- Where does air pollution go once it is airborne?

Knowledge and Skills:

Students will know...

- Coal combustion releases air pollutants including carbon dioxide, sulfur dioxide, toxic metals, and particulates.
- The combustion of fossil fuels releases nitrogen oxides into the atmosphere. They lead to the production of ozone, the formation of photochemical smog, and conversion to nitric acid in the atmosphere, causing acid rain. Other pollutants produced by fossil fuel combustion include carbon monoxide, hydrocarbons, and particulate matter.
- Air quality can be affected through the release of sulfur dioxide during the burning of fossil fuels, mainly diesel fuels.
- Through the Clean Air Act, the Environmental Protection Agency (EPA) regulated the use of lead, particularly in fuels, which dramatically decreased the amount of lead in the atmosphere.
- Air pollutants can be primary or secondary pollutants.
- Photochemical smog is formed when nitrogen oxides and volatile organic hydrocarbons react with heat and sunlight to produce a variety of pollutants.
- Many environmental factors affect the formation of photochemical smog.
- Nitrogen oxide is produced early in the day. Ozone concentrations peak in the afternoon and are higher in the summer because ozone is produced by chemical reactions between oxygen and sunlight.
- Volatile Organic Compounds (VOCs), such as formaldehyde and gasoline, evaporate or sublimate at room temperature. Trees are a natural source of VOCs.
- Photochemical smog often forms in urban areas because of the large number of motor vehicles there.
- Photochemical smog can be reduced through the reduction of nitrogen oxide and VOCs.
- Photochemical smog can harm human health in several ways, including causing respiratory problems and eye irritation.
- During a thermal inversion, the normal temperature gradient in the atmosphere is altered as the air temperature at the Earth's surface is cooler than the air at higher altitudes.
- Thermal inversion traps pollution close to the ground, especially smog and particulates.
- CO₂ appears naturally in the atmosphere from sources such as respiration, decomposition, and volcanic eruptions.
- There are a variety of natural sources of particulate matter.
- Carbon monoxide is an indoor air pollutant that is classified as an asphyxiant.
- Indoor air pollutants that are classified as particulates include asbestos, dust, and smoke.
- Indoor air pollutants can come from natural sources, human-made sources, and combustion.
- Common natural sources of indoor air pollutants include radon, mold, and dust.
- Common human-made indoor air pollutants include insulation, Volatile Organic Compounds (VOCs) from furniture, paneling, and carpets; formaldehyde from building materials, furniture, upholstery, and carpeting; and lead from paints.
- Common combustion air pollutants include carbon monoxide, nitrogen oxides, sulfur dioxide, particulates, and tobacco smoke.
- Radon-222 is a naturally occurring radioactive gas that is produced by the decay of uranium found in some rocks and soils.
- Radon gas can infiltrate homes as it moves up through the soil and enters homes via the basement or cracks in the walls or foundation. It is also dissolved in groundwater that enters homes through a well.
- Exposure to radon gas can lead to radon-induced lung cancer, which is the second leading cause of lung cancer in America.
- Methods to reduce air pollutants include regulatory practices, conservation practices, and alternative fuels.

- A vapor recovery nozzle is an air pollution control device on a gasoline pump that prevents fumes from escaping into the atmosphere when fueling a motor vehicle.
- A catalytic converter is an air pollution control device for internal combustion engines that converts pollutants (CO, NO_x, and hydrocarbons) in exhaust into less harmful molecules (CO₂, N₂, O₂, and H₂O).
- Wet and dry scrubbers are air pollution control devices that remove particulates and/or gasses from industrial exhaust streams.
- Methods to reduce air pollution from coal-burning power plants include scrubbers and electrostatic precipitators.
- Acid rain and deposition are due to nitrogen oxides and sulfur oxides from anthropogenic and natural sources in the atmosphere.
- Nitric oxides that cause acid deposition come from motor vehicles and coal-burning power plants. Sulfur dioxides that cause acid deposition come from coal-burning power plants.
- Acid deposition mainly affects communities that are downwind from coal-burning power plants.
- Acid rain and deposition can lead to the acidification of soils and bodies of water and corrosion of human-made structures.
- Regional differences in soils and bedrock affect the impact that acid deposition has on the region—such as limestone bedrock’s ability to neutralize the effect of acid rain on lakes and ponds.
- Noise pollution is sound at levels high enough to cause physiological stress and hearing loss.
- Sources of noise pollution in urban areas include transportation, construction, and domestic and industrial activity.
- Some effects of noise pollution on animals in ecological systems include stress, the masking of sounds used to communicate or hunt, damaged hearing, and changes to migratory routes.

Students will be able to...

- Explain modifications to an experimental procedure that will alter results.
- Describe relationships among variables in the data represented.
- Explain how environmental concepts and processes represented visually relate to broader environmental issues.
- Describe an aspect of a research method, design, and/or measure used.
- Explain patterns and trends in data to draw conclusions.
- Use data and evidence to support a potential solution.
- Identify a research method, design, and/or measure used.
- Describe the author’s reasoning (use of evidence to support a claim).

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- End of Unit Common Assessment - See folder for assessment links.
- Pollution GIZMO
- Classroom Assignments
- Particulate Air Pollution: Students will collect and analyze data from around the school grounds using Petri dishes and Vaseline.
- Topic Quizzes
- AP Classroom Personal Progress Check

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Indoor air pollution lab: CO₂ and Particulates
- Outdoor air pollution lab: Tropospheric Ozone and Particles
- Carolina Emissions lab
- Acid Rain Deposition Lab
- EPA Dirty Dozen Research project
- Car Exhaust Lab
- Sick house drawings
- Infectious disease WebQuest
- Sample Activities:
 - **Ask the Expert (or Students as Experts):** Divide students into five groups. Each group will become experts on the major criteria used to determine the air quality index (AQI): particulate matter, sulfur dioxide (SO₂), carbon monoxide (CO), nitrogen dioxide (NO₂), and ozone (O₃). Have students rotate through expert stations to learn about how AQI is determined.
 - **Graph and Switch:** Divide students into groups and have them assemble air traps by placing a small dab of petroleum jelly on an index card. Have them place the cards in different locations. Then have them collect the traps and analyze the different PM products collected in the trap by observing a sample under a stereomicroscope. Ask students to graph their data and share with the rest of the class.
 - **Idea Spinner:** Provide students with information on global climate change and the effects of increasing CO₂ emissions on oceans and climate. Divide students into groups and give them a spinner with four quadrants labeled “Predict,” “Explain,” “Summarize,” and “Evaluate.” Have students take turns spinning the idea spinner and communicating their thoughts within the group.
 - **Graph and Switch:** Have students add vinegar (simulated acid rain) to chalk (simulated limestone) and calculate the rates of decomposition on different-sized pieces of chalk over time. Then have them create graphs and analyze each other’s data.

RESOURCES

Teacher Resources:

- **Textbook:** 2019 Environmental Science for the AP Course Third Edition by Andrew Friedland & Rick Relyea.
- AP Environmental Science Course and Exam Description
- AP Classroom
- Chromebooks
- BTB, access to a variety of cars, petri dishes, vaseline, etc.

Equipment Needed:

- Projector
- Chromebooks

UNIT 8 OVERVIEW

Content Area: Science

Unit Title: Aquatic and Terrestrial Pollution

Target Course/Grade Level: Advanced Placement Environmental Science/Grades 11-12

Unit Summary: Pollution created by human activities directly impacts ecosystems in the air, on land, and in water. The source of pollution can sometimes be easy to identify, but other times the source is diffused. There are many human health issues that can be linked to pollution. Legislation has been created to reduce discharges of pollution in water and regulate drinking water. Increases in waste cause global concerns for organisms that live on land and in water.

Approximate Length of Unit: 3 weeks

LEARNING TARGETS

NJ Student Learning Standards:

- 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.
- HS-ESS2-6** Develop a quantitative model to describe the cycling of carbon among the hydrosphere, atmosphere, geosphere, and biosphere.
- 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
- HS-ESS3-2** Evaluate competing design solutions for developing, managing, and utilizing energy and mineral resources based on cost-benefit ratios.
- HS-ESS3-3** Create a computational simulation to illustrate the relationships among management of natural resources, the sustainability of human populations, and biodiversity.
- HS-ESS3-4** Evaluate or refine a technological solution that reduces impacts of human activities on natural systems.
- 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.

College Board Standards:

- STB-3.A** Identify differences between point and nonpoint sources of pollution.
- STB-3.B** Describe the impacts of human activities on aquatic ecosystems.
- STB-3.C** Describe endocrine disruptors.
- STB-3.D** Describe the effects of endocrine disruptors on ecosystems.
- STB-3.E** Describe the impacts of human activity on wetlands and mangroves.
- STB-3.F** Explain the environmental effects of excessive use of fertilizers and detergents on aquatic ecosystems.
- STB-3.G** Describe the effects of thermal pollution on aquatic ecosystems.
- STB-3.H** Describe the effect of persistent organic pollutants (POPs) on ecosystems.
- STB-3.I** Describe bioaccumulation and biomagnification.

- STB-3.J** Describe the effects of bioaccumulation and biomagnification.
- STB-3.K** Describe solid waste disposal methods.
- STB-3.L** Describe the effects of solid waste disposal methods.
- STB-3.M** Describe changes to current practices that could reduce the amount of generated waste and their associated benefits and drawbacks.
- STB-3.N** Describe best practices in sewage treatment.
- EIN-3.A** Define lethal dose 50% (LD_{50}).
- EIN-3.B** Evaluate dose response curves.
- EIN-3.C** Identify sources of human health issues that are linked to pollution.
- EIN-3.D** Explain human pathogens and their cycling through the environment.

Career Readiness, Life Literacies, and Key Skills:

- 9.3.12.AG-ENV.2** Evaluate the impact of public policies and regulations on environmental service system operations.
- 9.3.12.AG-ENV.3** Develop proposed solutions to environmental issues, problems and applications using scientific principles of meteorology, soil science, hydrology, microbiology, chemistry and ecology.
- 9.3.12.AG-ENV.4** Demonstrate the operation of environmental service systems (e.g., pollution control, water treatment, wastewater treatment, solid waste management and energy conservation).
- 9.4.12.CI.1** Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
- 9.4.12.CI.2** Identify career pathways that highlight personal talents, skills, and abilities.
- 9.4.12.CT.1** Identify problem-solving strategies used in the development of an innovative product or practice.
- 9.4.12.CT.2** Explain the potential benefits of collaborating to enhance critical thinking and problem solving.
- 9.4.12.IML.2** Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources.

Interdisciplinary Connections and Standards:

ELA

- RL.CR.11–12.1** Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain.
- RI.CI.11–12.2** Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they interact and build on one another to provide a complex account or analysis; provide an objective summary of the text.
- RL.PP.11–12.5** Evaluate perspectives/lenses from two or more texts on related topics and justify the more cogent viewpoint (e.g., different accounts of the same event or issue, use of different media or formats).
- W.IW.11–12.2** Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

Mathematics

- MP.2** Reason abstractly and quantitatively.
- MP.4** Model with mathematics.
- HSN-Q.A.1** Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.
- N.Q.A.2** Define appropriate quantities for the purpose of descriptive modeling.
- N.Q.A.3** Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.

Unit Understandings:

Students will understand that...

- Human activities, including the use of resources, have physical, chemical, and biological consequences for ecosystems.
- Pollutants can have both direct and indirect impacts on the health of organisms, including humans.

Unit Essential Questions:

- How can you decrease your waste?
- How does pollution impact your health?

Knowledge and Skills:

Students will know...

- A point source refers to a single, identifiable source of a pollutant, such as a smokestack or waste discharge pipe.
- Nonpoint sources of pollution are diffused and can therefore be difficult to identify, such as pesticide spraying or urban runoff.
- Organisms have a range of tolerance for various pollutants. Organisms have an optimum range for each factor where they can maintain homeostasis. Outside of this range, organisms may experience physiological stress, limited growth, reduced reproduction, and in extreme cases, death.
- Coral reefs have been suffering damage due to a variety of factors, including increasing ocean temperature, sediment runoff, and destructive fishing practices.
- Oil spills in marine waters cause organisms to die from the hydrocarbons in oil. The oil that floats on the surface of the water can coat the feathers of birds and the fur of marine mammals. Some components of oil sink to the ocean floor, killing some bottom-dwelling organisms.
- Oil that washes up on the beach can have economic consequences on the fishing and tourism industries.
- Oceanic dead zones are areas of low oxygen in the world's oceans caused by increased nutrient pollution.
- An oxygen sag curve is a plot of dissolved oxygen levels versus the distance from a source of pollution, usually excess nutrients and biological refuse.
- Heavy metals used for industry, especially mining and burning of fossil fuels, can reach the groundwater, impacting the drinking water supply.
- Litter that reaches aquatic ecosystems, besides being unsightly, can create an intestinal blockage and choking hazards for wildlife and introduce toxic substances to the food chain.
- Increased sediment in waterways can reduce light infiltration, which can affect primary producers and visual predators. Sediment can also settle, disrupting habitats.
- When elemental sources of mercury enter aquatic environments, bacteria in the water convert it to highly toxic methylmercury.
- Endocrine disruptors are chemicals that can interfere with the endocrine system of animals.
- Endocrine disruptors can lead to birth defects, developmental disorders, and gender imbalances in fish and other species.
- Wetlands are areas where water covers the soil, either part or all of the time.
- Wetlands provide a variety of ecological services, including water purification, flood protection, water filtration, and habitat.
- Threats to wetlands and mangroves include commercial development, dam construction, overfishing, and pollutants from agriculture and industrial waste.
- Eutrophication occurs when a body of water is enriched in nutrients.
- The increase in nutrients in eutrophic aquatic environments causes an algal bloom. When the algal bloom dies, microbes digest the algae, along with the oxygen in the water, leading to a

decrease in the dissolved oxygen levels in the water. The lack of dissolved oxygen can result in large die-offs of fish and other aquatic organisms.

- Hypoxic waterways are those bodies of water that are low in dissolved oxygen.
- Compared to eutrophic waterways, oligotrophic waterways have very low amounts of nutrients, stable algae populations, and high dissolved oxygen.
- Anthropogenic causes of eutrophication are agricultural runoff and wastewater release.
- Thermal pollution occurs when heat released into the water produces negative effects to the organisms in that ecosystem.
- Variations in water temperature affect the concentration of dissolved oxygen because warm water does not contain as much oxygen as cold water.
- Persistent organic pollutants (POPs) do not easily break down in the environment because they are synthetic, carbon-based molecules (such as DDT and PCBs).
- Persistent organic pollutants (POPs) can be toxic to organisms because they are soluble in fat, which allows them to accumulate in organisms' fatty tissues.
- Persistent organic pollutants (POPs) can travel over long distances via wind and water before being redeposited.
- Bioaccumulation is the selective absorption and concentration of elements or compounds by cells in a living organism, most commonly fat-soluble compounds.
- Biomagnification is the increase in the concentration of substances per unit of body tissue that occurs in successively higher trophic levels of a food chain or in a food web.
- Some effects that can occur in an ecosystem when a persistent substance is biomagnified in a food chain include eggshell thinning and developmental deformities in top carnivores of higher trophic levels.
- Humans also experience harmful effects from biomagnification, including issues with the reproductive, nervous, and circulatory systems.
- DDT, mercury, and PCBs are substances that bioaccumulate and have significant environmental impacts.
- Solid waste is any discarded material that is not a liquid or gas. It is generated in domestic, industrial, business, and agricultural sectors.
- Solid waste is most often disposed of in landfills. Landfills can contaminate groundwater and release harmful gasses.
- Electronic waste, or e-waste, is composed of discarded electronic devices including televisions, cell phones, and computers.
- A sanitary municipal landfill consists of a bottom liner (plastic or clay), a stormwater collection system, a leachate collection system, a cap, and a methane collection system.
- Factors in landfill decomposition include the composition of the trash and the conditions needed for microbial decomposition of the waste.
- Solid waste can also be disposed of through incineration, where waste is burned at high temperatures. This method significantly reduces the volume of solid waste but releases air pollutants.
- Some items are not accepted in sanitary landfills and may be disposed of illegally, leading to environmental problems. One example is used rubber tires, which when left in piles can become breeding grounds for mosquitoes that can spread disease.
- Some countries dispose of their waste by dumping it in the ocean. This practice, along with other sources of plastic, has led to large floating islands of trash in the oceans. Additionally, wildlife can become entangled in the waste, as well as ingest it.
- Recycling is a process by which certain solid waste materials are processed and converted into new products.
- Recycling is one way to reduce the current global demand for minerals, but this process is energy-intensive and can be costly.

- Composting is the process of organic matter such as food scraps, paper, and yard waste decomposing. The product of this decomposition can be used as fertilizer. Drawbacks to composting include odor and rodents.
- E-waste can be reduced by recycling and reuse. E-waste may contain hazardous chemicals, including heavy metals such as lead and mercury, which can leach from landfills into groundwater if they are not disposed of properly.
- Landfill mitigation strategies range from burning waste for energy to restoring habitat on former landfills for use as parks.
- The combustion of gasses produced from the decomposition of organic material in landfills can be used to turn turbines and generate electricity. This process reduces landfill volume.
- Primary treatment of sewage is the physical removal of large objects, often through the use of screens and grates, followed by the settling of solid waste in the bottom of a tank.
- Secondary treatment is a biological process in which bacteria break down organic matter into carbon dioxide and inorganic sludge, which settles in the bottom of a tank. The tank is aerated to increase the rate at which the bacteria break down the organic matter.
- Tertiary treatment is the use of ecological or chemical processes to remove any pollutants left in the water after primary and secondary treatment.
- Prior to discharge, the treated water is exposed to one or more disinfectants (usually, chlorine, ozone, or UV light) to kill bacteria.
- A lethal dose of 50% (LD_{50}) is the dose of a chemical that is lethal to 50% of the population of a particular species.
- A dose-response curve describes the effect on an organism or mortality rate in a population based on the dose of a particular toxin or drug.
- It can be difficult to establish a cause and effect between pollutants and human health issues because humans experience exposure to a variety of chemicals and pollutants.
- Dysentery is caused by untreated sewage in streams and rivers.
- Mesothelioma is a type of cancer caused mainly by exposure to asbestos.
- Respiratory problems and overall lung function can be impacted by elevated levels of tropospheric ozone.
- Pathogens adapt to take advantage of new opportunities to infect and spread through human populations.
- Specific pathogens can occur in many environments regardless of the appearance of sanitary conditions.
- As equatorial-type climate zones spread north and south into what is currently subtropical and temperate climate zones, pathogens, infectious diseases, and any associated vectors are spreading into these areas where the disease has not previously been known to occur.
- Poverty-stricken, low-income areas often lack sanitary waste disposal and have contaminated drinking water supplies, leading to havens and opportunities for the spread of infectious diseases.
- A plague is a disease carried by organisms infected with the plague bacteria. It is transferred to humans via the bite of an infected organism or through contact with contaminated fluids or tissues.
- Tuberculosis is a bacterial infection that typically attacks the lungs. It is spread by breathing in the bacteria from the bodily fluids of an infected person.
- Malaria is a parasitic disease caused by bites from infected mosquitoes. It is most often found in sub-Saharan Africa.
- West Nile virus is transmitted to humans via bites from infected mosquitoes.
- Severe acute respiratory syndrome (SARS) is a form of pneumonia. It is transferred by inhaling or touching infected fluids.
- Middle East Respiratory Syndrome (MERS) is a viral respiratory illness that is transferred from animals to humans.

- Zika is a virus caused by bites from infected mosquitoes. It can be transmitted through sexual contact.
- Cholera is a bacterial disease that is contracted from infected water.

Students will be able to...

- Describe environmental concepts and processes.
- Apply appropriate mathematical relationships to solve a problem, with work shown (e.g., dimensional analysis).
- Describe potential responses or approaches to environmental problems.
- Explain how environmental concepts and processes represented visually relate to broader environmental issues.
- Explain environmental concepts, processes, or models in applied contexts.
- Explain environmental concepts and processes.
- Identify a testable hypothesis or scientific question for an investigation.
- Use data and evidence to support a potential solution.
- Describe characteristics of an environmental concept, process, or model represented visually.
- Determine an approach or method aligned with the problem to be solved.
- Explain what the data implies or illustrates about environmental issues.
- Describe an aspect of a research method, design, and/or measure used.
- Explain relationships between different characteristics of environmental concepts, processes, or models represented visually: In theoretical contexts and in applied contexts.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- End of Unit Common Assessment - See folder for assessment links.
- Classroom Assignments Students will explore the pollution of Chesapeake Bay through online exploration. Students will study a number of case studies including the Exxon Valdez, BP Gulf of Mexico spill, and the river of garbage in Mexico.
- Topic Quizzes
- AP Classroom Personal Progress Check

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Bioassay Mung Bean Toxicity Lab
- Personal Waste Inventory
- Disease brochure/website research project
- Wastewater treatment plant field trip
- Biomagnification paperclip model
- Water Pollution case study/data analysis round-robin
- Wetlands Infographic Poster
- Poisoned Waters Video
- Sample Activities:
 - **One-Minute Essay:** Have students read the EPA’s summary on Polychlorinated biphenyls (PCBs). Give them one minute to respond to the prompt: Explain the long-term effects of PCBs in the environment.

- **Index Card Summaries/Questions:** Show students a diagram of the eutrophication process at the beginning or the end of class. On one side of an index card, have them summarize what they understand about the topic. On the other side, have them write what they don't understand. Address all questions that day or during the next class.
- **Ask the Expert (or Students as Experts):** Divide students into groups. Each group will become experts on the major criteria used to determine the steps involved in waste water treatment (primary, secondary, tertiary, etc.). Have them rotate through expert stations to learn about how wastewater is treated.

RESOURCES

Teacher Resources:

- **Textbook:** 2019 Environmental Science for the AP Course Third Edition by Andrew Friedland & Rick Relyea.
- AP Environmental Science Course and Exam Description
- AP Classroom
- Chromebooks

Equipment Needed:

- Projector
- Chromebooks

UNIT 9 OVERVIEW

Content Area: Science

Unit Title: Global Change

Target Course/Grade Level: Advanced Placement Environmental Science/Grades 11-12

Unit Summary: A central aspect of environmental science is to understand the global impact of local and regional human activities. Humans can mitigate their impact through sustainable use of resources. Human activities can cause ozone depletion in the stratosphere and increases in the greenhouse gasses in the atmosphere. Increases in greenhouse gasses can cause human health and environmental problems. These environmental problems include global climate change, ocean warming, and endangered species. Students will examine the global impact of local and regional human activities.

Approximate Length of Unit: 4 weeks

LEARNING TARGETS

NJ Student Learning Standards:

- 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.
- HS-ESS2-4** Use a model to describe how variations in the flow of energy into and out of Earth's systems result in changes in climate.
- HS-ESS2-6** Develop a quantitative model to describe the cycling of carbon among the hydrosphere, atmosphere, geosphere, and biosphere.
- 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.
- HS-ESS3-3** Create a computational simulation to illustrate the relationships among management of natural resources, the sustainability of human populations, and biodiversity.
- HS-ESS3-4** Evaluate or refine a technological solution that reduces impacts of human activities on natural systems.
- HS-ESS3-5** 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.
- 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.

College Boards Standards:

- STB-4.A** Explain the importance of stratospheric ozone to life on Earth.
- STB-4.B** Describe chemicals used to substitute for chlorofluorocarbons (CFCs).
- STB-4.C** Identify the greenhouse gasses.
- STB-4.D** Identify the sources and potency of the greenhouse gasses.
- STB-4.E** Identify the threats to human health and the environment posed by an increase in greenhouse gasses.

- STB-4.F** Explain how changes in climate, both short- and long-term, impact ecosystems.
- STB-4.G** Explain the causes and effects of ocean warming.
- STB-4.H** Explain the causes and effects of ocean acidification.
- EIN-4.A** Explain the environmental problems associated with invasive species and strategies to control them.
- EIN-4.B** Explain how species become endangered and strategies to combat the problem.
- EIN-4.C** Explain how human activities affect biodiversity and strategies to combat the problem.

Career Readiness, Life Literacies, and Key Skills:

- 9.3.12.AG-NR.1** Plan and conduct natural resource management activities that apply logical, reasoned and scientifically based solutions to natural resource issues and goals.
- 9.3.12.AG-NR.2** Analyze the interrelationships between natural resources and humans.
- 9.3.12.AG-NR.3** Develop plans to ensure sustainable production and processing of natural resources.
- 9.3.GV.1** Explain the purpose and functions of government and public administration and the application of democratic principles in the process of governmental and administrative policymaking.
- 9.4.12.CI.3** Investigate new challenges and opportunities for personal growth, advancement, and transition.
- 9.4.12.CT.2** Explain the potential benefits of collaborating to enhance critical thinking and problem solving.
- 9.4.12.CT.3** Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning activity that addresses a local or global issue (e.g., environmental justice).
- 9.4.12.IML.2** Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources.
- 9.4.12.IML.8** Evaluate media sources for point of view, bias, and motivations.
- 9.4.12.TL.2** Generate data using formula-based calculations in a spreadsheet and draw conclusions about the data.
- 9.4.12.GCA.1** Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others.
- 9.4.12.IML.5** Evaluate, synthesize, and apply information on climate change from various sources appropriately.

Interdisciplinary Connections and Standards:

ELA

- RL.CR.11–12.1** Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain.
- RI.CI.11–12.2** Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they interact and build on one another to provide a complex account or analysis; provide an objective summary of the text.
- RL.PP.11–12.5** Evaluate perspectives/lenses from two or more texts on related topics and justify the more cogent viewpoint (e.g., different accounts of the same event or issue, use of different media or formats).
- W.IW.11–12.2** Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

Mathematics

- MP.2** Reason abstractly and quantitatively.
- MP.4** Model with mathematics.
- HSN-Q.A.1** Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.
- N.Q.A.2** Define appropriate quantities for the purpose of descriptive modeling.
- N.Q.A.3** Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.

Unit Understandings:

Students will understand that...

- Local and regional human activities can have impacts at the global level.
- The health of a species is closely tied to its ecosystem, and minor environmental changes can have a large impact.

Unit Essential Questions:

- How can local human activities have a global impact?
- Why are laws created to protect endangered species?

Knowledge and Skills:

Students will know...

- The stratospheric ozone layer is important to the evolution of life on Earth and the continued health and survival of life on Earth.
 - Stratospheric ozone depletion is caused by anthropogenic factors, such as chlorofluorocarbons (CFCs), and natural factors, such as the melting of ice crystals in the atmosphere at the beginning of the Antarctic spring.
 - A decrease in stratospheric ozone increases the UV rays that reach the Earth's surface. Exposure to UV rays can lead to skin cancer and cataracts in humans.
 - Ozone depletion can be mitigated by replacing ozone-depleting chemicals with substitutes that do not deplete the ozone layer. Hydrofluorocarbons (HFCs) are one such replacement, but some are strong greenhouse gasses.
 - The principal greenhouse gasses are carbon dioxide, methane, water vapor, nitrous oxide, and chlorofluorocarbons (CFCs).
 - While water vapor is a greenhouse gas, it doesn't contribute significantly to global climate change because it has a short residence time in the atmosphere.
 - The greenhouse effect results in the surface temperature necessary for life on Earth to exist.
 - Carbon dioxide, which has a global warming potential (GWP) of 1, is used as a reference point for the comparison of different greenhouse gasses and their impacts on global climate change. Chlorofluorocarbons (CFCs) have the highest GWP, followed by nitrous oxide, then methane.
 - Global climate change, caused by excess greenhouse gasses in the atmosphere, can lead to a variety of environmental problems including rising sea levels resulting from melting ice sheets and ocean water expansion, and disease vectors spreading from the tropics toward the poles. These problems can lead to changes in population dynamics and population movements in response.
 - The Earth has undergone climate change throughout geologic time, with major shifts in global temperatures causing periods of warming and cooling as recorded with CO₂ data and ice cores.
 - Effects of climate change include rising temperatures, melting permafrost and sea ice, rising sea levels, and displacement of coastal populations.
 - Marine ecosystems are affected by changes in sea level, some positively, such as in newly created habitats on now-flooded continental shelves, and some negatively, such as deeper communities that may no longer be in the photic zone of seawater.
 - Winds generated by atmospheric circulation help transport heat throughout the Earth. Climate change may change circulation patterns, as temperature changes may impact Hadley cells and the jet stream.
 - Oceanic currents, or the ocean conveyor belt, carry heat throughout the world. When these currents change, they can have a big impact on global climate, especially in coastal regions.
- STB-4.F.6 Climate change can affect soil through changes in temperature and rainfall, which can impact soil viability and potentially increase erosion.

- Earth's polar regions are showing faster response times to global climate change because ice and snow in these regions reflect the most energy back out to space, leading to a positive feedback loop.
- As the Earth warms, this ice and snow melts, meaning less solar energy is radiated back into space and instead is absorbed by the Earth's surface. This in turn causes more warming of the polar regions.
- Global climate change response time in the Arctic is due to positive feedback loops involving melting sea ice and thawing tundra, and the subsequent release of greenhouse gasses like methane.
- One consequence of the loss of ice and snow in polar regions is the effect on species that depend on the ice for habitat and food.
- Ocean warming is caused by the increase in greenhouse gasses in the atmosphere.
- Ocean warming can affect marine species in a variety of ways, including loss of habitat, and metabolic and reproductive changes.
- Ocean warming is causing coral bleaching, which occurs when the loss of algae within corals causes the corals to bleach white. Some corals recover and some die.
- Ocean acidification is the decrease in pH of the oceans, primarily due to increased CO₂ concentrations in the atmosphere, and can be expressed as chemical equations.
- As more CO₂ is released into the atmosphere, the oceans, which absorb a large part of that CO₂, become more acidic.
- Anthropogenic activities that contribute to ocean acidification are those that lead to increased CO₂ concentrations in the atmosphere: burning of fossil fuels, vehicle emissions, and deforestation.
- Ocean acidification damages coral because acidification makes it difficult for them to form shells, due to the loss of calcium carbonate.
- Invasive species are species that can live and sometimes thrive, outside of their normal habitat. Invasive species can sometimes be beneficial, but they are considered invasive when they threaten native species.
- Invasive species are often generalist, r-selected species and therefore may outcompete native species for resources.
- Invasive species can be controlled through a variety of human interventions.
- A variety of factors can lead to a species becoming threatened with extinction, such as being extensively hunted, having a limited diet, being outcompeted by invasive species, or having specific and limited habitat requirements.
- Not all species will be in danger of extinction when exposed to the same changes in their ecosystem. Species that are able to adapt to changes in their environment or that are able to move to a new environment are less likely to face extinction.
- Selective pressures are any factors that change the behaviors and fitness of organisms within an environment.
- Species in a given ecosystem compete for resources like territory, food, mates, and habitat, and this competition may lead to endangerment or extinction.
- Strategies to protect animal populations include criminalizing poaching, protecting animal habitats, and legislation.
- HIPPCO (habitat destruction, invasive species, population growth, pollution, climate change, and over-exploitation) describes the main factors leading to a decrease in biodiversity.
- Habitat fragmentation occurs when large habitats are broken into smaller, isolated areas. Causes of habitat fragmentation include the construction of roads and pipelines, clearing for agriculture or development, and logging.
- The scale of habitat fragmentation that has an adverse effect on the inhabitants of a given ecosystem will vary from species to species within that ecosystem.
- Global climate change can cause habitat loss via changes in temperature, precipitation, and sea level rise.

- Some organisms have been somewhat or completely domesticated and are now managed for economic returns, such as honeybee colonies and domestic livestock. This domestication can have a negative impact on the biodiversity of that organism.
- Some ways humans can mitigate the impact of loss of biodiversity include creating protected areas, use of habitat corridors, promoting sustainable land use practices, and restoring lost habitats.

Students will be able to...

- Describe environmental concepts and processes.
- Describe potential responses or approaches to environmental problems.
- Explain environmental concepts and processes.
- Explain how environmental concepts and processes represented visually relate to broader environmental issues.
- Interpret experimental data and results in relation to a given hypothesis.
- Describe environmental problems.
- Explain environmental concepts, processes, or models in applied contexts.
- Make a claim that proposes a solution to an environmental problem in an applied context.
- Use data and evidence to support a potential solution.
- Describe disadvantages, advantages, or unintended consequences for potential solutions.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- End of Unit Common Assessment - See folder for assessment links.
- Classroom Assignments Students will discuss the global warming phenomena. Students will also complete a number of math exercises using data with a partner.
- Case Studies: Students will research and analyze several case studies, including those regarding global climate change's impact on wildlife in the Arctic and tropical regions
- Topic Quizzes
- AP Classroom Personal Progress Check
- Climate Change GIZMO

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- GreenHouse Effect Simulation
- Wanted Dead or Alive poster/essay
- HIPPCO case studies
- Ocean Acidification lab
- Before the Flood Movie
- NASA Evidence of Climate Change Data Analysis
- CFC Ozone Destruction marshmallow model
- Climate change doodle
- Sample Activities:
 - **Ask the Expert (or Students as Experts):** Divide students into groups. Each group will become experts on a case study involving a classic invasive species (e.g., zebra mussels,

cane toads, and black rats). Then have students rotate through the groups to learn about each invasive species.

- **Debate:** Provide students with the following scenario: There is a proposal to construct a new mall. The mall would be located in a 20-acre wetland estuary near a wooded section adjacent to the school. Divide the class into two teams. One team argues that biodiversity will not be affected by the mall; the other team argues that it will. The debate should focus on the impact of the eliminated waterway.

RESOURCES

Teacher Resources:

- **Textbook:** 2019 Environmental Science for the AP Course Third Edition by Andrew Friedland & Rick Relyea.
- AP Environmental Science Course and Exam Description
- AP Classroom
- Chromebooks

Equipment Needed:

- Projector
- Chromebooks