

Biology of The Living Earth

Proposal to Revise Biology Course
June 6, 2019



Rationale

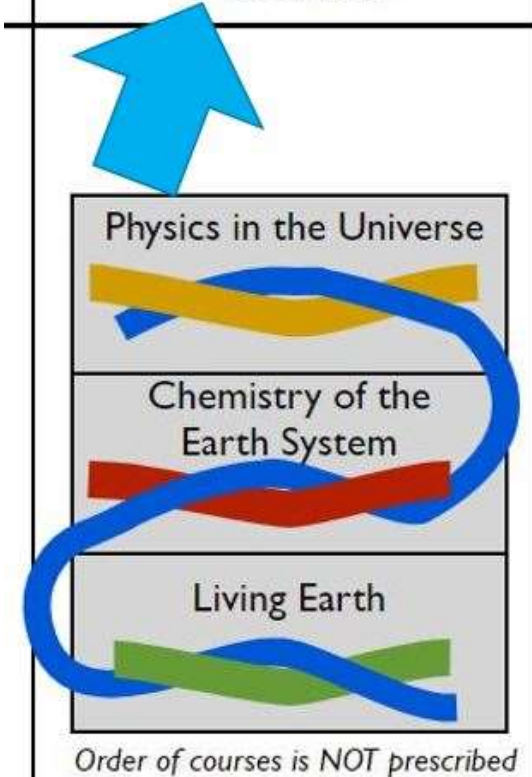
- New course is as presented in the new **NGSS and California Science Framework**. The Biology of the Living Earth contains life science standards blended with Earth Space Science standards. This supports going forward with the **3 course model** which provides **all science for all students**.



Course Overview

- Aligned with new NGSS standards for life and earth sciences. LS1-LS4 and ESS2.
- Structure and function
- Matter and energy in organisms and ecosystems.
- Interdependent relationships in ecosystems.
- Inheritance and Variation
- Natural selection and evolution
- Earth's systems

ESS Integration 3 Course Model





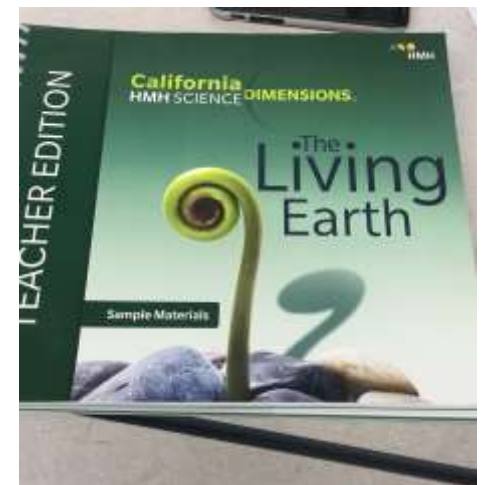
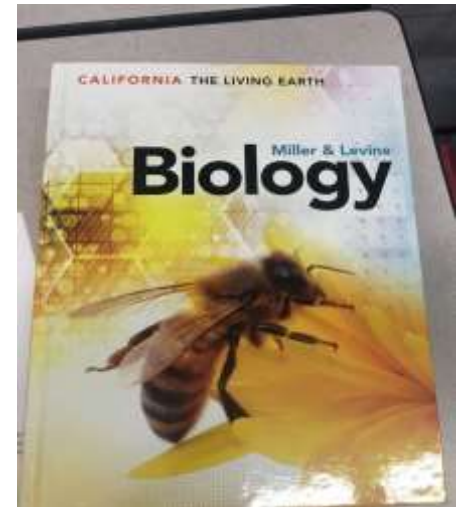
Looks like...


Students ...

- make sense of phenomena and design solutions.
 - Modeling
- learn through inquiry.
 - Experimental design
- engage in purposeful reading, writing, speaking, and listening.
 - Claims, evidence, reasoning and argumentation.

Course Materials

- Current Textbook
- Supplemental Resources
- Pilot New Textbook 2019-20





Course of Study BP & AR 6143

- Supports NGSS Framework and goal of “All Science Standards, All Students”
- Satisfies A-G and SMMUSD Graduation Requirement for lab science.





SMMUSD LCAP Goals

- College and Career Readiness
 - Laboratory-based college prep class
 - Science and Engineering Practices (SEPS)
- Universal Access & English Learner Support
 - Student-centered, modeling approach
 - Textbook review toolkit- ELD standards
- Student Engagement
 - Integration of real world phenomenon
 - Environmental Justice

Standards-Alignment: The living earth course includes all of the necessary HS-ESS2 requirements.

HS-ESS2 Earth's Systems

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Students who demonstrate understanding can:

- 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.** [Clarification Statement: Emphasis is on how the appearance of land features (such as mountains, valleys, and plateaus) and sea-floor features (such as trenches, ridges, and seamounts) are a result of both constructive forces (such as volcanism, tectonic uplift, and orogeny) and destructive mechanisms (such as weathering, mass wasting, and coastal erosion).] [Assessment Boundary: Assessment does not include memorization of the details of the formation of specific geographic features of Earth's surface.]
- HS-ESS2-2. Analyze geoscience data to make the claim that one change to Earth's surface can create feedbacks that cause changes to other Earth systems.** [Clarification Statement: Examples should include climate feedbacks, such as how an increase in greenhouse gases causes a rise in global temperatures that melts glacial ice, which reduces the amount of sunlight reflected from Earth's surface, increasing surface temperatures and further reducing the amount of ice. Examples could also be taken from other system interactions, such as how the loss of ground vegetation causes an increase in water runoff and soil erosion; how dammed rivers increase groundwater recharge, decrease sediment transport, and increase coastal erosion; or how the loss of wetlands causes a decrease in local humidity that further reduces the wetland extent.]
- HS-ESS2-3. Develop a model based on evidence of Earth's interior to describe the cycling of matter by thermal convection.** [Clarification Statement: Emphasis is on both a one-dimensional model of Earth, with radial layers determined by density, and a three-dimensional model, which is controlled by mantle convection and the resulting plate tectonics. Examples of evidence include maps of Earth's three-dimensional structure obtained from seismic waves, records of the rate of change of Earth's magnetic field (as constraints on convection in the outer core), and identification of the composition of Earth's layers from high-pressure laboratory experiments.]
- 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.** [Clarification Statement: Examples of the causes of climate change differ by timescale, over 1-10 years: large volcanic eruption, ocean circulation; 10-100s of years: changes in human activity, ocean circulation, solar output; 10-100s of thousands of years: changes to Earth's orbit and the orientation of its axis; and 10-100s of millions of years: long-term changes in atmospheric composition.] [Assessment Boundary: Assessment of the results of changes in climate is limited to changes in surface temperatures, precipitation patterns, glacial ice volumes, sea levels, and biosphere distribution.]
- HS-ESS2-5. Plan and conduct an investigation of the properties of water and its effects on Earth materials and surface processes.** [Clarification Statement: Emphasis is on mechanical and chemical investigations with water and a variety of solid materials to provide the evidence for connections between the hydrologic cycle and system interactions commonly known as the rock cycle. Examples of mechanical investigations include stream transportation and deposition using a stream table, erosion using variations in soil moisture content, or frost wedging by the expansion of water as it freezes. Examples of chemical investigations include chemical weathering and recrystallization (by testing the solubility of different materials) or melt generation (by examining how water lowers the melting temperature of most solids).]
- HS-ESS2-6. Develop a quantitative model to describe the cycling of carbon among the hydrosphere, atmosphere, geosphere, and biosphere.** [Clarification Statement: Emphasis is on modeling biogeochemical cycles that include the cycling of carbon through the ocean, atmosphere, soil, and biosphere (including humans), providing the foundation for living organisms.]
- HS-ESS2-7. Construct an argument based on evidence about the simultaneous coevolution of Earth's systems and life on Earth.** [Clarification Statement: Emphasis is on the dynamic causes, effects, and feedbacks between the biosphere and Earth's other systems, whereby geoscience factors control the evolution of life, which in turn continuously alters Earth's surface. Examples of include how photosynthetic life altered the atmosphere through the production of oxygen, which in turn increased weathering rates and allowed for the evolution of animal life; how microbial life on land increased the formation of soil, which in turn allowed for the evolution of land plants; or how the evolution of corals created reefs that altered patterns of erosion and deposition along coastlines and provided habitats for the evolution of new life forms.] [Assessment Boundary: Assessment does not include a comprehensive understanding of the mechanisms of how the biosphere interacts with all of Earth's other systems.]

Thank you!
Questions or
Comments?

