

Biology Pacing Guide

Teachers of Biology must become familiar with and implement the NYS *Process Strands*: The process strands (problem solving, relationships, processes, mechanisms, models and applications of biological concepts). These process strands help students in attaining science literacy, generate explanations, exhibit creative problem solving, and make informed decisions on the living environment and scientific inquiry.

Ecology is the 6th of 7 units within the Biology course. Key Idea 6: Plants and Animals depend on each other and their physical environment. I

Continued	Content Bands & Student expectations	Performance Indicators Major Understandings	Essential question(s), Textbook connection, Suggested Labs/Activities	Vocabulary
Unit 6 ECOLOGY	Symbiotic Relationships Students will be able to compare and contrast the types of symbiotic relationships.	4:6.3.a 4:6.1.g	Essential Question: How do the forms of symbiosis affect the environment? Textbook Connection: Chapter 14.2 Suggested Labs/ Activities: Modeling Predation p. 435 Symbiosis Demonstration	Competition Predation Symbiosis Mutualism Commensalism Parasitism
	Population Patterns Students will be able to interpret graphs.	4:6.1.d,f	Essential Question: How do populations grow in predictable patterns? Textbook Connection: Chapter 14.3 & 14.4 Suggested Labs/ Activities: Survivorship Curves p. 438	Carrying Capacity Limiting Factors
	Succession Students will be able to describe the process of ecological succession.	P.I. 6.3 4:6.1.e 4:6.3.b,c	Essential Question: What is succession? Textbook Connection: Chapter 14.5 Suggested Labs/ Activities: Predator Prey Interactions Lab	Succession Pioneer species

Enduring Understanding: Students will understand and apply scientific concepts, principles, and theories pertaining to the physical setting and living environment and recognize the historical development of ideas in science as it pertains to Biology.