

The Living Environment Pacing Guide

**Teachers of Living Environment 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.

Human Impact on our Environment Unit is the 7th of 7 units within the Living Environment course. Key idea 7: Human decisions and activities have had a profound impact on the physical and living environment.

2 Weeks	Content Bands & Student Expectations	Performance Indicators – Major Understandings	Essential question(s), Textbook connection, Suggested Labs/Activities	Vocabulary
<b>Unit 7 Human Impact</b>	<p><b>Human Impact</b></p> <p><b>Human population Growth</b> Students will be able to summarize the current state and effects of human population growth.</p>	<p>P.I. 7.1, 7.2</p> <p>4:7.1.a,b,c</p>	<p><b>Essential Question:</b> How does the population of earth exert pressure on the earth's natural resources?</p> <p><b>Textbook Connection:</b> Chapter 16.1</p> <p><b>Suggested Lab/Activities:</b> Your Ecological Footprint</p>	<p>Nonrenewable Resource Renewable Resource Ecological Footprint</p>
	<p><b>Pollutions that effect Air Quality.</b> Students will be able to describe how water and air pollution effect the ecosystem.</p>	<p>4:7.2.a</p>	<p><b>Essential Question:</b> What is Acid Rain? How does it affect the environment?</p> <p><b>Textbook Connection:</b> Chapter 16.2, 16.3</p> <p><b>Suggested Labs/ Activities:</b> Greenhouse Effect Activities Acid Rain Lab p.493 Global Warming Video</p>	<p>Pollution Smog Acid Rain Greenhouse Effect Global Warming</p>
	<p><b>Threat to Biodiversity.</b> Students will be able to identify how human activities threaten biodiversity.</p>	<p>P.I. 6.2 4:6.2.a,b 4:7.2.b</p>	<p><b>Essential Question:</b> What would happen if biodiversity was lost?</p> <p><b>Textbook Connection:</b> Chapter 16.4</p> <p><b>Suggested Labs/ Activities:</b> Required NYS Lab – Relationships and Biodiversity</p>	<p>Biodiversity</p>
	<p><b>Conservation.</b> Students will be able to assess the risk to the environment of not conserving natural resources.</p>	<p>P.I. 7.3 4:7.2.c 4:7.3.a,b</p>	<p><b>Essential Question:</b> What are some conservation methods that can help protect and restore ecosystems?</p> <p><b>Textbook Connection:</b> Chapter 16.5</p>	<p>Conservation Sustainable Development Trade-off</p>

**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 the Living Environment.

