

6-20-2016

Biomagnification and Bioaccumulation


Grace Linder

State University of New York College at Brockport, glind1@u.brockport.edu

Lauren Thresh

State University of New York College at Brockport, lthre1@u.brockport.edu

Follow this and additional works at: http://digitalcommons.brockport.edu/cmst_lessonplans

 Part of the [Physical Sciences and Mathematics Commons](#), and the [Science and Mathematics Education Commons](#)

Repository Citation

Linder, Grace and Thresh, Lauren, "Biomagnification and Bioaccumulation" (2016). *Lesson Plans*. 357.
http://digitalcommons.brockport.edu/cmst_lessonplans/357

This Lesson Plan is brought to you for free and open access by the CMST Institute at Digital Commons @Brockport. It has been accepted for inclusion in Lesson Plans by an authorized administrator of Digital Commons @Brockport. For more information, please contact kmyers@brockport.edu.

Biomagnification/Bioaccumulation Computational Model Using NetLogo

Grade Level: 10

Subject / Content area: Living Environment & Algebra II

Unit of Study: Ecology & Environmental Science

Lesson Title: Biomagnification & Bioaccumulation

Central Focus for the learning segment: Biomagnification and bioaccumulation occur as the result of human pollution, harming species and altering ecosystems. This in turn may harm human beings as people rely on ecosystems for numerous resources.

Content Standard(s):

New York State Common Core, Mathematics Curriculum, Algebra II, Module 3
Topic C (Exponential and Logarithmic Functions and their Graphs)

F-IF.B.4: *For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.*

Engage NY, <file:///C:/Users/lthre1/Downloads/algebra-ii-m3-topic-c-overview.pdf>

The Living Environment, Core Curriculum, University of the State of New York, The State Education Department, <http://www.nysed.gov>

Key Idea 7, Performance Indicator 7.1, Major Understanding 7.1c: *Human beings are part of the Earth's ecosystems. Human activities can, deliberately or inadvertently, alter the equilibrium in ecosystems. Humans modify ecosystems as a result of population growth, consumption, and technology. Human destruction of habitats through direct harvesting, pollution, atmospheric changes, and other factors is threatening current global stability, and if not addressed, ecosystems may be irreversibly affected.*

Learning Objectives associated with the content standards:

Students will be able to define and compare the terms biomagnification and bioaccumulation.

Students will be able to state the origin of biomagnification and list three examples.

Students will be able to explain the impact of biomagnification on ecosystems and humanity.

Students will be able to recognize and graph an exponential function from gathered data.

Instructional Resources and Materials to engage students in learning:

Biomagnification/Bioaccumulation Computation Model

Biomagnification/Bioaccumulation Worksheet

Computer or Tablet with Internet Access and NetLogo

<https://www.youtube.com/watch?v=DxqDaTUh08o>

<https://www.youtube.com/watch?v=85I7oPWUuak>

<https://www.youtube.com/watch?v=E5P-UoKLxIA>

<https://student.societyforscience.org/article/uh-oh-baby-fish-prefer-plastic-real-food>

<https://student.societyforscience.org/article/spidey-sense-eight-legged-pollution-monitors>

Instructional Strategies and Learning Tasks that support diverse student needs.

- Students will work in small groups or partners designed by the instructor to assist students' content learning and development
- Students will engage with multimedia: videos, online article reading, computation model manipulation and observation, develop visual representation, graphing
- Instructor will guide student group/partner work to ensure on-task and productive
- Instructor will bring class together for whole discussion and review to ensure all students achieve learning standards before final assessment

Differentiation and planned universal supports:

Group/Partner Work
Extended Time for Worksheet and Quiz
Separate Room for Quiz
Type Worksheet Responses (Excel Graphing)

Language Function students will develop. Additional language demands and language supports:

- Biomagnification/Bioaccumulation, Trophic Levels, Food Chain, Ecology, Ecosystem, Pollution, Micropollution/Micropollutant, Microbeads, DDT, Herbicides, Pesticides
- Graphing (Exponential), Functions, Averages
- Comparison, Justification, Explanation
- Visual Representation (Interpretation and Creation)
- Reading Online Articles (written for students)

Type of Student Assessments and what is being assessed:

- **Informal Assessment:** Teacher Observation
- **Formal Assessment:** Biomagnification/Bioaccumulation Worksheet and Quiz
- **Modifications to the Assessments:** Group/Partner Design, Extended Time to Complete

Evaluation Criteria:

Biomagnification/Bioaccumulation Worksheet
Biomagnification/Bioaccumulation Quiz

Relevant theories and/or research best practices:

Modeling
Group/Partner Work / Peer Teaching

Lesson Timeline: 40 minute class periods.

DAY 1: Biomagnification/Bioaccumulation Worksheet PART I (RESEARCH) & II (NOTES)

DAY 2: Biomagnification/Bioaccumulation Worksheet PART III (COMPUTATIONAL MODEL)

DAY 3: Biomagnification/Bioaccumulation Worksheet PART IV (CONCLUSION), Review Instruction

DAY 4: Biomagnification/Bioaccumulation Quiz