

<p>Week of: 8/26-8/30 *for additional curriculum information, please visit the district's resource High School Resource Guides or Georgia Standards of Excellence</p>	<h2>Environmental Science</h2>
<p>Monday</p>	<p>Standard(s): SEV1. Obtain, evaluate, and communicate information to investigate the flow of energy and cycling of matter within an ecosystem. c. Analyze and interpret data to construct an argument of the necessity of biogeochemical cycles (hydrologic, nitrogen, phosphorus, oxygen, and carbon) to support a sustainable ecosystem.</p> <p>LT:</p> <ul style="list-style-type: none"> ● Students can list the three stages of the carbon cycle. ● Students can describe where fossil fuels are obtained and how humans impact the carbon cycle. ● Students can analyze observations as they relate to the process of fermentation. ● Students can distinguish between food sources that support fermentation and those that do not. ● Students can explain the carbon cycle in the process of fermentation. <p>SC:</p> <ul style="list-style-type: none"> ● I can list the three stages of the carbon cycle. ● I can describe where fossil fuels are located. ● I can identify one way that humans are affecting the carbon cycle. ● I can explain the carbon cycle in the process of fermentation. <p>Lesson/Activity: Pirate prep, 4.1 Land Use notes, 4.3 Environmental Impact notes, Carbon Lab in small group Resources: Pirate prep, 4.1 Land Use notes, 4.3 Environmental Impact notes, Carbon Lab in small group</p>
<p>Tuesday</p>	<p>Standard(s): SEV1. Obtain, evaluate, and communicate information to investigate the flow of energy and cycling of matter within an ecosystem. c. Analyze and interpret data to construct an argument of the necessity of biogeochemical cycles, (hydrologic, nitrogen, phosphorus, oxygen, and carbon) to support a sustainable ecosystem.</p> <p>LT:</p> <ul style="list-style-type: none"> ● Students can list the three stages of the carbon cycle. ● Students can describe where fossil fuels are obtained and how humans impact the carbon cycle. ● Students can analyze observations as they relate to the process of fermentation. ● Students can distinguish between food sources that support fermentation and those that do not. ● Students can explain the carbon cycle in the process of fermentation. <p>SC:</p> <ul style="list-style-type: none"> ● I can list the three stages of the carbon cycle.

	<ul style="list-style-type: none"> ● I can describe where fossil fuels are located. ● I can identify one way that humans are affecting the carbon cycle. ● I can explain the carbon cycle in the process of fermentation. <p>Lesson/Activity: Pirate prep, Biogeochemical cycle poster project, Carbon Lab in small group</p> <p>Resources: Pirate prep, Biogeochemical cycle poster project (computer, colors, paper, notes), Carbon Lab in small group</p>
Wednesday	<p>Standard(s): SEV1. Obtain, evaluate, and communicate information to investigate the flow of energy and cycling of matter within an ecosystem.</p> <p style="padding-left: 40px;">c. Analyze and interpret data to construct an argument of the necessity of biogeochemical cycles (hydrologic, nitrogen, phosphorus, oxygen, and carbon) to support a sustainable ecosystem.</p> <p>LT:</p> <ul style="list-style-type: none"> ● Students can list the three stages of the carbon cycle. ● Students can describe where fossil fuels are obtained and how humans impact the carbon cycle. ● Students can analyze observations as they relate to the process of fermentation. ● Students can distinguish between food sources that support fermentation and those that do not. ● Students can explain the carbon cycle in the process of fermentation. <p>SC:</p> <ul style="list-style-type: none"> ● I can list the three stages of the carbon cycle. ● I can describe where fossil fuels are located. ● I can identify one way that humans are affecting the carbon cycle. ● I can explain the carbon cycle in the process of fermentation. <p>Lesson/Activity: Pirate prep, Biogeochemical cycle poster project, Carbon Lab in small group</p> <p>Resources: Pirate prep, Biogeochemical cycle poster project (computer, colors, paper, notes), Carbon Lab in small group, Achieve 3000 assigned (Due Friday)</p>
Thursday	<p>Standard(s): SEV1. Obtain, evaluate, and communicate information to investigate the flow of energy and cycling of matter within an ecosystem.</p> <p style="padding-left: 40px;">c. Analyze and interpret data to construct an argument of the necessity of biogeochemical cycles (hydrologic, nitrogen, phosphorus, oxygen, and carbon) to support a sustainable ecosystem.</p> <p>LT:</p> <ul style="list-style-type: none"> ● Students can list the three stages of the carbon cycle. ● Students can describe where fossil fuels are obtained and how humans impact the carbon cycle. ● Students can analyze observations as they relate to the process of fermentation. ● Students can distinguish between food sources that support fermentation and those that do not. ● Students can explain the carbon cycle in the process of fermentation.

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<p>Friday</p>	<p>Standard(s): SEV1. Obtain, evaluate, and communicate information to investigate the flow of energy and cycling of matter within an ecosystem.</p> <p style="padding-left: 40px;">c. Analyze and interpret data to construct an argument of the necessity of biogeochemical cycles (hydrologic, nitrogen, phosphorus, oxygen, and carbon) to support a sustainable ecosystem.</p> <p>LT:</p> <ul style="list-style-type: none"> ● Students can list the three stages of the carbon cycle. ● Students can describe where fossil fuels are obtained and how humans impact the carbon cycle. ● Students can analyze observations as they relate to the process of fermentation. ● Students can distinguish between food sources that support fermentation and those that do not. ● Students can explain the carbon cycle in the process of fermentation. <p>SC:</p> <ul style="list-style-type: none"> ● I can list the three stages of the carbon cycle. ● I can describe where fossil fuels are located. ● I can identify one way that humans are affecting the carbon cycle. ● I can explain the carbon cycle in the process of fermentation. <p>Lesson/Activity: Pirate prep, Finish Energy Impacts inquiry creation, Achieve 3000, vocabulary quiz</p> <p>Resources: Pirate prep, Finish Energy Impacts inquiry creation, Achieve 3000, vocabulary quiz</p>