Week of: 9/16-9/20 *for additional curriculum information, please visit the district's resource <mark>High School Resource Guides</mark> or <u>Georgia Standards of Excellence</u>	**Environmental Science**
Monday	**Standard(s):** ● SEV1c. 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. ● SEV3a. Analyze and interpret data to communicate information on the origin and consumption of renewable forms of energy (wind, solar, geothermal, biofuel, and tidal) and non-renewable energy sources (fossil fuels and nuclear energy) ● SEV3b. Construct an argument based on data about the risks and benefits of renewable and nonrenewable energy sources. (Clarification statement: This may include, but is not limited to, the environmental, social, and economic risks and benefits.) ● SEV3c. Obtain, evaluate, and communicate data to predict the sustainability potential of renewable and non-renewable energy resources. ● SEV3d. Design and defend a sustainable energy plan based on scientific principles for your location. ● SEV2a. Analyze and interpret data related to short-term and long-term natural cyclic fluctuations associated with climate change. (Clarification statement: Short-term examples include but are not limited to El Niño and volcanism. Long-term examples include but are not limited to variations in Earth's orbit such as Milankovitch cycles.) ● SEV2b. Analyze and interpret data to determine how changes in atmospheric chemistry (carbon dioxide and methane) impact the greenhouse effect. ● SEV4a. Construct and revise a claim based on evidence on the effects of human activities on natural resources. ● SEV4b. Design, evaluate, and refine solutions to reduce human impact on the environment including, but not limited to, smog, ozone depletion, urbanization, and ocean acidification. ● SEV5d. Design and defend a sustainability plan to reduce your individual contribution to environmental impacts, taking into account how market forces and societal demands (including political, legal, social, and economic) influence personal choices **LT:** ● We are learning to analyze data about the origin and consumption of renewable and nonrenewable resources *(SEV3a-c and SEV5d)*. **SC:** ● I can communicate information on where renewable and non-renewable energy sources originate. *SEV3a* ● I can analyze and interpret data on how renewable and non-renewable forms of energy are consumed. *SEV3a* ● I can construct an argument based on data about the risks and benefits of renewable and non-renewable energy sources. *SEV3b* ● I can use my collected data to predict the sustainability potential of renewable energy sources. *SEV3c* ● I can design a sustainability plan using evidence, for coastal Georgia using renewable and/or non-renewable energy sources. SEV5d

	Lesson/Activity: Pirate prep, EdPuzzle "Clean Energy," Energies speed dating, Unit 2 vocab choice board **Resources:** Pirate prep, EdPuzzle link, Energies speed dating info sheet/graphic organizer, Unit 2 choice board
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Friday	**Standard(s):** ● SEV1c. 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. ● SEV3a. Analyze and interpret data to communicate information on the origin and consumption of renewable forms of energy (wind, solar, geothermal, biofuel, and tidal) and non-renewable energy sources (fossil fuels and nuclear energy) ● SEV3b. Construct an argument based on data about the risks and benefits of renewable and nonrenewable energy sources. (Clarification statement: This may include, but is not limited to, the environmental, social, and economic risks and benefits.)

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LT:
- We are learning to analyze data about the origin and consumption of renewable and nonrenewable resources *(SEV3a-c and SEV5d)*.

SC:
- I can communicate information on where renewable and non-renewable energy sources originate. *SEV3a*
- I can analyze and interpret data on how renewable and non-renewable forms of energy are consumed. *SEV3a*
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- I can use my collected data to predict the sustainability potential of renewable energy sources. *SEV3c*
- I can design a sustainability plan using evidence, for coastal Georgia using renewable and/or non-renewable energy sources. SEV5d

Lesson/Activity: Pirate prep, Achieve 3000: There is Still Oil in the Gulf, Unit 2 exam
Resources: Pirate prep, Achieve 3000: There is Still Oil in the Gulf, Unit 2 Exam