| **Week of:** 9/3-9/6<br>*for additional curriculum information, please visit the district's resource **High School Resource Guides** or Georgia Standards of Excellence | **Environmental Science** |
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| **Monday** | **NO SCHOOL** |
| **Tuesday** | **Standard(s):**<br>● 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.<br>● 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)<br>● 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.)<br>● SEV3c. Obtain, evaluate, and communicate data to predict the sustainability potential of renewable and non-renewable energy resources.<br>● SEV3d. Design and defend a sustainable energy plan based on scientific principles for your location.<br>● 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.)<br>● SEV2b. Analyze and interpret data to determine how changes in atmospheric chemistry (carbon dioxide and methane) impact the greenhouse effect.<br>● SEV4a. Construct and revise a claim based on evidence on the effects of human activities on natural resources.<br>● 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.<br>● 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<br>**LT:**<br>● We are learning to analyze data about the origin and consumption of renewable and nonrenewable resources *(SEV3a-c and SEV5d)*.<br>**SC:**<br>● I can communicate information on where renewable and non-renewable energy sources originate. *SEV3a*<br>● I can analyze and interpret data on how renewable and non-renewable forms of energy are consumed. *SEV3a*<br>● I can construct an argument based on data about the risks and benefits of renewable and non-renewable energy sources. *SEV3b*<br>● I can use my collected data to predict the sustainability potential of renewable energy sources. *SEV3c*<br>● I can design a sustainability plan using evidence, for coastal Georgia using renewable and/or non-renewable energy sources. SEV5d |

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| | **Lesson/Activity:** Pirate prep, Intro to Greenhouse Gasses, Unit 2 vocabulary, and Greenhouse Gas virtual investigation, Workbook/textbook activity<br>**Resources:** Pirate prep, Intro to Greenhouse Gasses with video, Unit 2 vocabulary exercise, and Greenhouse Gas virtual investigation on Google, SAVVAS workbook/textbook activity |
| **Wednesday** | **Standard(s):**<br>● 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.<br>● 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)<br>● 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.)<br>● SEV3c. Obtain, evaluate, and communicate data to predict the sustainability potential of renewable and non-renewable energy resources.<br>● SEV3d. Design and defend a sustainable energy plan based on scientific principles for your location.<br>● 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.)<br>● SEV2b. Analyze and interpret data to determine how changes in atmospheric chemistry (carbon dioxide and methane) impact the greenhouse effect.<br>● SEV4a. Construct and revise a claim based on evidence on the effects of human activities on natural resources.<br>● 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.<br>● 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<br>**LT:**<br>● We are learning to analyze data about the origin and consumption of renewable and nonrenewable resources *(SEV3a-c and SEV5d)*.<br>**SC:**<br>● I can communicate information on where renewable and non-renewable energy sources originate. *SEV3a*<br>● I can analyze and interpret data on how renewable and non-renewable forms of energy are consumed. *SEV3a*<br>● I can construct an argument based on data about the risks and benefits of renewable and non-renewable energy sources. *SEV3b*<br>● I can use my collected data to predict the sustainability potential of renewable energy sources. *SEV3c*<br>● I can design a sustainability plan using evidence, for coastal Georgia using renewable and/or non-renewable energy sources. SEV5d<br>**Lesson/Activity:** Pirate prep, Intro to Climate Change with student directed webquest |

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| | **Resources:** Pirate prep, Climate Change introduction with Nat Geo video, webquest with guided questions |
| **Thursday** | **Standard(s):**<br>● 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.<br>● 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)<br>● 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.)<br>● SEV3c. Obtain, evaluate, and communicate data to predict the sustainability potential of renewable and non-renewable energy resources.<br>● SEV3d. Design and defend a sustainable energy plan based on scientific principles for your location.<br>● 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.)<br>● SEV2b. Analyze and interpret data to determine how changes in atmospheric chemistry (carbon dioxide and methane) impact the greenhouse effect.<br>● SEV4a. Construct and revise a claim based on evidence on the effects of human activities on natural resources.<br>● 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.<br>● 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<br>**LT:**<br>● We are learning to analyze data about the origin and consumption of renewable and nonrenewable resources *(SEV3a-c and SEV5d)*.<br>**SC:**<br>● I can communicate information on where renewable and non-renewable energy sources originate. *SEV3a*<br>● I can analyze and interpret data on how renewable and non-renewable forms of energy are consumed. *SEV3a*<br>● I can construct an argument based on data about the risks and benefits of renewable and non-renewable energy sources. *SEV3b*<br>● I can use my collected data to predict the sustainability potential of renewable energy sources. *SEV3c*<br>● I can design a sustainability plan using evidence, for coastal Georgia using renewable and/or non-renewable energy sources. SEV5d<br>**Lesson/Activity:** Pirate prep, Introduction to Water as a Resource, Guided notes, Active reading<br>**Resources:** Pirate prep, Introduction to Water as a Resource EdPuzzle, Guided notes with slides, Active reading with guided questions |

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| **Friday** | **Standard(s):**<br>● 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.<br>● 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)<br>● 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.)<br>● SEV3c. Obtain, evaluate, and communicate data to predict the sustainability potential of renewable and non-renewable energy resources.<br>● SEV3d. Design and defend a sustainable energy plan based on scientific principles for your location.<br>● 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.)<br>● SEV2b. Analyze and interpret data to determine how changes in atmospheric chemistry (carbon dioxide and methane) impact the greenhouse effect.<br>● SEV4a. Construct and revise a claim based on evidence on the effects of human activities on natural resources.<br>● 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.<br>● 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<br>**LT:**<br>● We are learning to analyze data about the origin and consumption of renewable and nonrenewable resources *(SEV3a-c and SEV5d)*.<br>**SC:**<br>● I can communicate information on where renewable and non-renewable energy sources originate. *SEV3a*<br>● I can analyze and interpret data on how renewable and non-renewable forms of energy are consumed. *SEV3a*<br>● I can construct an argument based on data about the risks and benefits of renewable and non-renewable energy sources. *SEV3b*<br>● I can use my collected data to predict the sustainability potential of renewable energy sources. *SEV3c*<br>● I can design a sustainability plan using evidence, for coastal Georgia using renewable and/or non-renewable energy sources. SEV5d<br>**Lesson/Activity:** Pirate prep, Point Source vs Nonpoint Source water pollution intro, Achieve 3000 - *Coral Reefs Need Care*<br>**Resources:** Pirate prep, Point Source vs Nonpoint Source water pollution intro, Achieve 3000 - *Coral Reefs Need Care* |