High School Weekly Lesson Plan Template
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Week of: 8/23/24 *for additional curriculum information, please visit the district's resource **High School Pacing Guides** or Georgia Standards of Excellence	**Course Name:**
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. LT: We are learning how to analyze and interpret data related to climate change. SC: ● Define cyclic fluctuations (Carbon Cycle). Lesson/Activity: 1. Daily 10 2. Carbon Cycle Notes 3. Carbon Cycle Worksheet 4. Whiteboard Vocabulary Review (Quiz on Friday) Resources: GA School Website, Google Classroom, Teacher website, Interactive Notebook, Environmental Science Textbook
Tuesday	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. LT: We are learning how to analyze and interpret data related to climate change. SC: ● Define cyclic fluctuations (Carbon Cycle). Lesson/Activity: 1. Daily 10 2. Carbon Cycle Stations Activity 3. Start Energy Poster Projects Resources: GA School Website, Google Classroom, Teacher website, Interactive Notebook, Environmental Science Textbook

Wednesday	Standard(s): ● 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. 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 non-renewable energy sources originate. *SEV3a* ● I can analyze and interpret data on how non-renewable forms of energy are consumed. *SEV3a* ● I can construct an argument based on data about the risks and benefits of non-renewable energy sources. *SEV3b* Lesson/Activity: 1. Daily 10 2. Fossil Fuels Notes 3. Work on Energy Poster Projects Resources: GA School Website, Google Classroom, Teacher website, Interactive Notebook, Environmental Science Textbook
Thursday	Standard(s): ● 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. 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 non-renewable energy sources originate. *SEV3a* ● I can analyze and interpret data on how non-renewable forms of energy are consumed. *SEV3a* ● I can construct an argument based on data about the risks and benefits of non-renewable energy sources. *SEV3b* Lesson/Activity: 1. Daily 10 2. Renewable Energy Alternative Notes 3. Renewable vs NonRenewable Sources Sort 4. Work on Energy Poster Projects Resources: GA School Website, Google Classroom, Teacher website, Interactive Notebook, Environmental Science Textbook

Friday	Standard(s): ● 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. 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 non-renewable energy sources originate. *SEV3a* ● I can analyze and interpret data on how non-renewable forms of energy are consumed. *SEV3a* ● I can construct an argument based on data about the risks and benefits of non-renewable energy sources. *SEV3b* Lesson/Activity: 1. Daily 10 2. Unit 2 Vocabulary Quiz 3. Achieve 4. Energy Poster Projects are DUE! Resources: GA School Website, Google Classroom, Teacher website, Interactive Notebook, Environmental Science Textbook