AGENDAS FOR THE WEEK: *November 16th – November 20th* AP Environmental Science Room 1504

	MONDAY 11/16 (A)	TUESDAY 11/17 (B) 8:15 – 9:45	WEDNESDAY 11/18 (A)	THURSDAY 11/19 (B) 8:15 – 9:45	FRIDAY 11/20 (EOD PIT A)
	Objective(s): SWBAT * *	**Objective(s): SWBAT** *Describe the structure and composition of the Earth's atmosphere. *List the layers of the atmosphere in order. *Explain how environmental factors can result in atmospheric circulation.	**Objective(s): SWBAT** * *	**Objective(s): SWBAT** *Differentiate between surface and deep currents. *Describe how the Earth's geography affects weather and climate. *Describe the environmental changes and effects that result from El Niño or La Niña. *Define the Coriolis effect and predict which way winds are deflected.	**Objective(s): SWBAT** * *
P	**Engage**	**Engage** As students come into class, they write one thing that they are thankful for on a sticky note and put it on the board. [Teacher will wear her "Earth's atmosphere" shirt today]	**Engage**	**Engage** Students will begin the period with a fun review activity: a "Layers of the Atmosphere" Quizizz!	**Engage**
L **A**	**Explore/Explain/Elaborate**	**Explore/Explain/Elaborate** At the beginning of the period, the class will go over the most missed questions from the quiz (that happened the Friday before). Then, students will be taking notes with their graphic organizer/coloring sheet about Earth's atmosphere layers. Students will TPS why the Earth has seasons. [Reuse flashlight and globe demo here? Or not necessary?] The students will also take some introductory notes about global wind patterns.	**Explore/Explain/Elaborate**	**Explore/Explain/Elaborate** Students will be watching a "Coriolis Effect Demo" and taking brief notes on the Coriolis effect. Students will be taking notes on the ocean currents—both deep and surface currents. Finally, students will engage with an El Nino interactive (for a grade). They will be reading, watching videos, taking notes, using the online interactive, and answering questions.	**Explore/Explain/Elaborate**

N	**Evaluate and Summary**	**Evaluate and Summary** Students will temporarily turn in their coloring graphic organizers so the teacher can check them.	**Evaluate and Summary**	**Evaluate and Summary** Students will be turning in their "El Nino Interactive" assignment for a grade.	**Evaluate and Summary**
Resources:	•	• n/a	•	• n/a	•

AGENDAS FOR THE WEEK: *November 16th – November 20th* Environmental Systems Room 1504

	MONDAY 11/16 (B)	**TUESDAY 11/17 (A)** 12:30 – 2:00	**WEDNESDAY 11/18 (B)**	**THURSDAY 11/19 (A)** 12:30 – 2:00	**FRIDAY 11/20 (EOD PIT B)**
	Objective(s): SWBAT * *	**Objective(s): SWBAT** *Use models to predict how species extinction may alter the food chain and affect existing populations in an ecosystem. [TEKS 5.F] *Define the terms "extinction" and "mass extinction." *Explain what factors can make a species more or less susceptible to extinction. *Argue why (or why not) humans should care about species going extinct. *Synthesize researched material into a final product.	**Objective(s): SWBAT** * *	**Objective(s): SWBAT** *Evaluate the negative effects of human activities on the environment, including overhunting, overfishing, ecotourism, all-terrain vehicles, and personal watercraft [TEKS 11.A] *Describe the role humans play in the loss of ecosystem services. *Brainstorm solutions for the conservation of endangered species.	**Objective(s): SWBAT** * *
P	**Engage**	**Engage** Students will start the new chapter by reading the case study "Honeybee Mystery."	**Engage**	**Engage** As students are coming into class, they can solve some fun rebus puzzles on the board.	**Engage**
L	**Explore/Explain/Elaborate**	**Explore/Explain/Elaborate** Students will take notes about the causes and impacts of extinction, and about the mass extinctions. For the second half of class, students will be working on "Plant Prescription Cards" whereby they research types of	**Explore/Explain/Elaborate**	**Explore/Explain/Elaborate** Students will be taking notes on the "Human Role in Loss of Species & Ecosystem Services." There will be many opportunities for TPS, examples, and class discussions.	**Explore/Explain/Elaborate**

A		medicinal plants and choose one to make a notecard about.		The rest of class time will be free work/catch up time for students who are behind. [Also on the Thursday before Thanksgiving break, they are going to be very wiggly, so a little spare time may be wise.]	
N	**Evaluate and Summary**	**Evaluate and Summary** Students will be filling out their daily reflection questions.	**Evaluate and Summary**	**Evaluate and Summary** Students will be filling out their daily reflection questions.	**Evaluate and Summary**
Resources:	•	• https://vft.asu.edu/survive/panos/youradventure/ [may be useful in the future someday; probably not today.]	•	• n/a	•