



Environmental Science Pacing Guide

Crosscutting Concepts: Systems and System Models, Stability and Change, Cause and Effect Sustaining Planet Earth

Estimated time: 10 weeks

| Anchoring Phenomenon | Standard | Instructional Segment | Disciplinary Core Ideas | Science and Engineering Practices | Instructional Notes |
|-------------------------------------|-------------------------------|--------------------------------|---|--|---|
| What happened to the Chattahoochee? | SEV3. d SEV4. b SEV5. d | Sustaining Planet Earth | <p>From <i>A Framework for K-12 Science Education</i>:</p> <p style="text-align: center;"><i>By the end of grade 12:</i></p> <p>ESS3.A: Natural Resources Humans depend on Earth’s land, ocean, atmosphere, and biosphere for many different resources, including air, water, soil, minerals, metals, energy, plants, and animals.</p> <p>ESS3.C: Human Impacts on Earth Systems Recorded history, as well as chemical and geological evidence, indicates that human activities in agriculture, industry, and everyday life have had major impacts on the land, rivers, ocean, and air.</p> <p>ESS3.D: Global Climate Change Humans are now so numerous and resource dependent that their activities</p> | <ul style="list-style-type: none"> ● Engaging in argument from evidence ● Constructing explanations ● Obtaining, evaluating, and communicating information ● Analyzing and interpreting data | <p>By the end of this unit, students are using the following language in their speaking and writing:</p> <ul style="list-style-type: none"> ● Sustainability plan ● Smog ● Ozone depletion ● Urbanization ● Ocean acidification ● Environmental impacts ● Societal demands ● Quality of life ● Heat island ● Human impact |



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| | | | affect every part of the environment, from outer space and the stratosphere to the deepest ocean. | | |
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