

	MONDAY (B)	TUESDAY (A) A3 11:45-13:26 A4 13:30-15:00 <i>*GOOD OBSERVATION DAY</i>	WEDNESDAY (B) SUBBING FOR GERMAN CLASS	THURSDAY (A) A3 11:45-13:26 A4 13:30-15:00 <i>*GOOD OBSERVATION DAY</i>	FRIDAY (B)
	<p>Mr. Pieniazek only teaches classes on A- B-day days.</p>	<p><b>Objective(s): SWBAT</b></p> <ul style="list-style-type: none"> <li>* Investigate how Earth's tilt affects global temperatures in each hemisphere during summer and winter</li> <li>* Describe the patterns and changes that occur during daylight and nighttime hours throughout the year across the globe</li> <li>* Model the rotation and revolution of the Earth and record data to observe trends</li> </ul>	<p>Mr. Pieniazek only teaches classes on A- B-day days</p>	<p><b>Objective(s): SWBAT</b></p> <ul style="list-style-type: none"> <li>* Investigate how Earth's tilt affects global temperatures in each hemisphere during summer and winter</li> <li>* Graph data to interpret the trend between temperature and time for each city</li> <li>* Reflection questions on graphed data from the lab where students will observe and compare the trendlines</li> </ul>	<p>Mr. Pieniazek only teaches classes on A- B-day days</p>
P		<p><b>Engage:</b> On a sticky note: Daylight savings time</p> <ul style="list-style-type: none"> <li>- Yay or nay? Put it on the posterboard at the front of the classroom.</li> </ul>		<p><b>Engage:</b> "What is a Monsoon?" <a href="https://www.youtube.com/watch?v=lpeVqJCLTig">https://www.youtube.com/watch?v=lpeVqJCLTig</a></p>	
L		<p><b>Explore/Explain:</b> Insolation Lab on what causes the seasons. Students will circle the city they are focused on: Northern, Southern, or Equator</p> <p>In station one half the students will collect data with the North Pole oriented towards and half will collect data with the north pole tilted away from the lamp.</p> <p>There will be 2 other stations: 2: Blend Mystery Pixel Art (Including limitations of the diagrams and how students would improve them). If students finish early they can use this time to polish their ads. 3. Daylight Savings video + reading (pros and cons) Should the US keep daylight savings time?</p>		<p><b>Explore:</b> Finish graphing the three lines with three different colors including a key</p> <p><b>Explain:</b> Work as a group to look at the graph and think about the trend that is occurring. Talk about the observations together and be prepared for Mr. Pieniazek to call upon random students to share some insight</p> <p><b>Elaborate:</b> Reflection questions over the Insolation lab including a conclusion about the essential question and what students thought initially.</p> <p><b>Evaluate:</b> Turned in lab handout complete with data, a graph, reflection questions, and conclusion.</p>	
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		<p><b>Elaborate:</b> Students will graph the results on the paper and study the lines once the plotted points are connected. What trend do the students notice between temperature and time for each trial? The teacher should ensure to walk students through this step and to ask to data to make these points.</p> <p><b>Evaluate:</b> Data Collection and submitted Blend quiz for the day</p>			
<b>N</b>		<p><b>Summary:</b> In this lab students will observe differences when the north pole is facing towards and away from the sun. They will work with peers to record data and graph the data where trendlines can be implemented. Temperatures will be compared across both seasons for the city each student.</p>		<p><b>Summary:</b> Students will think critically about the data collected for cities located in the Northern hemisphere, Southern hemisphere, and equator. They will then create a graph with three trendlines to take notice of patterns and launch them into completing reflection questions. Lastly, they will conclude with either supporting or rejecting the claim they made at the beginning of day one.</p>	
<b>Resources:</b>		<p><b>Resource Requirements:</b></p> <ul style="list-style-type: none"> <li>- Chromebook/computer</li> <li>- Lab handouts</li> <li>- Globes</li> <li>- Logger pro temperature probes</li> <li>- Lamp with stand</li> </ul>		<p><b>Resource Requirements:</b></p> <ul style="list-style-type: none"> <li>- Chromebook/computer</li> <li>- Lab handouts</li> </ul>	