

	MONDAY (B)	TUESDAY (A) A3 11:45-13:26 A4 13:30-15:00 <i>*GOOD OBSERVATION DAY</i>	WEDNESDAY (B)	THURSDAY (A) A3 11:45-13:26 A4 13:30-15:00 <i>*GOOD OBSERVATION DAY</i> <i>200 POINT PARTY DAY!</i>	FRIDAY (B) SUBBING FOR COMP SCI CLASS
	<p>Mr. Pieniazek only teaches classes on A-days. B-day</p>	<p>Objective(s): SWBAT</p> <ul style="list-style-type: none"> * Explain the relationship the tides have to the lunar phases learned last week * Identify lunar phases relating to spring and neap tides * Analyze data to identify the number of high and low tides across three locations 	<p>Mr. Pieniazek only teaches classes on A-days B-day</p>	<p>Objective(s): SWBAT</p> <ul style="list-style-type: none"> * Relate the positions of the Sun, earth, and moon to their effect on ocean tides. * Explain the relationship the tides have to the lunar phases learned last week * Identify lunar phases relating to spring and neap tides * Analyze data to identify the number of high and low tides across three locations 	<p>Mr. Pieniazek only teaches classes on A-days B-day</p>
P		<p>Engage: Mrs. Tasneem's Tides escape room</p> <ul style="list-style-type: none"> - Students will work with one another to "escape" by working through two puzzles and watch videos to guess the password and free Mrs. Tasneem 		<p>Engage: To be determined</p>	
L		<p>Explore: Modeling Tides project rubric review</p> <ul style="list-style-type: none"> - Students will be given time to review the rubric and jot down any questions they have related to Earth Sun Moon positions as well as tides (including unfamiliar vocabulary) - Students will then review the Do's and Don'ts of the project - Have students brainstorm with one another about supplies they could use to create their model 		<p>Explore: Group project work time for modeling tides project.</p> <p><i>Point Party!: Since the class reached the goal of 200 points we will take time to reward the good behavior by going outside to have treats and enjoy the day. This is also my last day with the students so it seems like an appropriate send-off.</i></p> <p>Evaluate: Modeling tides project to be completed on Friday December 10th</p>	
A					

		<p>Explain: Path of Simplicity vs Path of Depth</p> <ul style="list-style-type: none"> - Students will complete one of the Google Doc handouts based on if they would rather watch videos and look up stuff or analyze data more heavily. <p>Elaborate: High tide and low tide compare + contrast videos across different locations</p> <p>Evaluate: Blend exit ticket based on the Explain activity where students will learning about tides.</p>			
N		<p>Summary: In this lesson students will be introduced to a mini project where they will create a model on the tides relating to positions of the sun, earth, and moon. An escape room Mrs. Tasneem created last semester will be used for the engagement activity, getting students to look at data and jog their memory about phases of the moon. Students will then work independently to learn about tides so they can successfully complete the exit ticket.</p>		<p>Summary: Students will spend class brainstorming, designing, and working towards mastery for their “model of the tides project”. This project will compare + contrast positions of the sun, earth, moon phases during the spring and neap tides. The model will also analyze diagrams of the sun, earth, and moon to determine the tide.</p>	
Resources:		<p>Resource Requirements:</p> <ul style="list-style-type: none"> - Chromebook/computer - Rubric handouts 		<p>Resource Requirements:</p> <ul style="list-style-type: none"> - Chromebook/computer - Project art supplies 	