AGENDA FOR THE WEEK: WEATHER FORECAST PBI AND CLIMATE CHANGE *DATES October 25-29*

	MONDAY (B)	TUESDAY (A) A4 13:30-15:00 TEXES CONTENT EXAM 8:00-13:00	WEDNESDAY (B)	THURSDAY (A) A3 11:45-13:26 A4 13:30-15:00 *GOOD OBSERVATION DAY	FRIDAY (B) SUBSTITUTE TEACHING 7TH GRADE TEXAS HISTORY
	B-day Mr. Pieniazek only teaches classes on A-days.	**Objective(s): SWBAT** * Predict local effects of cold, warm, and stationary fronts and their direction of motion * Label areas of high and low pressure and warm and cold fronts on a map * Illustrate the symbols for cold and warm fronts as well as direction of motion	B-day Mr. Pieniazek only teaches classes on A-days	**Objective(s): SWBAT** * Examine how heat transfer between the ocean and the atmosphere drives evaporation and air movement that influence climate	B-day Mr. Pieniazek only teaches classes on A-days
P		**Engage:** Mr. Pieniazek's new backyard friend, "trash panda", sharing about his hectic day taking the TExES exam, and asking anyone else to share about their weekend or day.		**Engage:** Seating chart switch up time "I see, I think, I wonder" on a short time lapse clip of smog rolling into Beijing in the morning/afternoon. Ask students if there was a time where they experienced poor air quality themselves.	
L **A**		**Explore/Explain:** Students will be given 30 minutes to finish up their projects and make any last-minute adjustments. It will also be a good time for them to think about how they will present the information to the class. How will the parts be split up to ensure equal participation among the group? Students can also use this time to ask me to review their work and plan to check if they are missing anything crucial. **Elaborate:** Group presentations		**Explore:** What do you already think/know about climate change? Students will discuss with their group members, fill out the respective box on the choice board, and then share with the class **Explain:** "Must do" Nearpod (~30 minutes) – Students will complete a Nearpod with their table members where only one student will have the computer out to encourage a more collaborative process. This should also encourage groups to get to know one another as this is the first day with their new teammates. **Elaborate:** Tic-Tack-Toe – Student groups will pick one of the nine activities from the choice board to continue the Tic-Tack-Toe. Have them understand they must do three activities in a row to satisfy the assignment's requirements	

		Evaluate: Group collaboration and self-evaluation assignment – Students will grade themselves, answer questions about how the project went or could have gone better, and fill out a pie chart related to how much everyone contributed in the group.		**Evaluate:** Factors that influence climate change exit ticket found in blend – 5 question multiple choice summative assessment covering what was explored in the Nearpod among groups (terrain, proximity of large body of water, ocean or wind currents, elevation, and latitude)	
N		**Summary:** Students will polish their projects as well as present them if their method of approaching the rubric required it. A self-evaluation and group collaboration assignment will be completed to assess accountability, grade participation/teamwork, and whether certain students need to be confronted about their efforts.		**Summary:** New student groups will be assigned by having students each pick someone they want in their group. The teacher will then shuffle the notecards and place two at each table. Students will begin the climate change choice board Tic-Tack-Toe activity and finish class with an exit ticket serving as a summative assessment for the "must do" Nearpod.	
Resources:		**Resource Requirements:** - Chromebook/computer - Group collaboration and self-evaluation printouts		**Resource Requirements:** - Chromebook/computer	