

	MONDAY (A) A3 11:45-13:26 A4 13:30-15:00 *GOOD OBSERVATION DAY	TUESDAY (B)	WEDNESDAY (A) A3 11:45-13:26 A4 13:30-15:00 *GOOD OBSERVATION DAY	THURSDAY (B)	FRIDAY (A) A3 11:45-13:26 A4 13:30-15:00 *GOOD OBSERVATION DAY SUBSTITUTING FOR TASNEEM
	<p>Objective(s): SWBAT</p> <ul style="list-style-type: none"> * Describe the changes that occur throughout the year to the amount of daylight hours different cities receive * Comprehend why the fact that Earth is tilted on it's axis is important 	<p>Mr. Pieniazek only teaches classes on A-days. B-day</p>	<p>Objective(s): SWBAT</p> <ul style="list-style-type: none"> * Describe the changes that occur throughout the year to the amount of daylight hours different cities receive * Comprehend why the fact that Earth is tilted on it's axis is important * Create an advertisement promoting or disfavoring a city based on factors that influence climate 	<p>Mr. Pieniazek only teaches classes on A-days B-day</p>	<p>Objective(s): SWBAT</p> <ul style="list-style-type: none"> * Describe the changes that occur throughout the year to the amount of daylight hours different cities receive * Comprehend why the fact that Earth is tilted on it's axis is important * Create an advertisement promoting or disfavoring a city based on factors that influence climate
P	<p>Engage: What season is your favorite and why? Talk with your table members at the start of class. The teacher will then ask those who would like to share to raise their hand.</p>		<p>Engage: It is December 20th, 2074, and a zombie apocalypse now ravages Earth. Your table group is your only chance at survival. Think and discuss quick as the night approaches.</p> <ul style="list-style-type: none"> - Pick a state or country to live to survive the apocalypse for 3 months. - What made you pick this place and what resources are in the vicinity? - Every team member can have one item delivered to them at basecamp to aid in their survival. What item does each team member choose? 		<p>Engage: Brainstorming about why the south pole (Antarctica) is colder than the north pole (arctic circle) during their respective winters. (Group discussion questions about a side by side picture of Antarctica and the Arctic)</p> <p>Followed by a video showcasing Antarctica's features and extreme wind speeds https://www.youtube.com/watch?v=VDzlhJYSDIQ</p>

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Explore: Analyzing surface temperature and global flux across the globe during the months of March, June, September, and December.

Table groups will take a sheet of blank paper and fold it into four sections. Each student should pick a month to focus on and record information on what they notice and wonder about their particular month for each map. Students should also compare their month on the surface temperature map to the global flux map.

Explain: The teacher will then work as a facilitator to have students break into groups of students that looked at the same month. This will give time to share insight and get everyone on the same page.

Students will return to their groups and the teacher will summarize findings for each month by asking students to raise their hands.

Elaborate: Reasons for the seasons student sheet exploring a simulation. Students will make a claim about two questions and then run through parts 1-3 of the evidence and observations sections showing why the tilt of Earth on its axis is important and how daylight hours and temperatures differ across four cities that vary in latitude.

A

Explore: Students will continue working in their table groups to complete part 3 of the “reasons for the seasons” simulation activity. After data has been gathered students will compare temperature and daylight hours for each respective month. (~10 min)

Give students time to work on the reasoning section of the student sheet. Make sure they support or reject their claim at the end with support related to the evidence they found while using the simulation.

Explain:
Create a headline based on latitude and factors that affect climate for ANY city on a sheet of blank copy paper. Share your headline with your table members.

Why did you personally promote or disfavor the city for living?

What hemisphere is your city in?

Elaborate:
Create an advertisement either promoting or discouraging living in one of the cities explored during the simulation. (Day 1)
Include:

- A catchphrase headline at the top including the city you chose including factors that influence climate
- One illustration that shares something unique about the city
- One illustration that includes reasons (for or against) related to the factors that influence climate for your city
- Include how many daylight hours the city gets in June and December. Research to find when the school year takes place for your city.

Explore: Students will continue working on their advertisements while also adding:

- Symbols describing the climate
- An interesting geological feature (natural or man made)
- Coloring to enhance aesthetics

Explain: Poster share between table and different groups. Why did you choose the location you did to promote or disfavor?

Interactive Google Pixel art over the seasons. This should build upon the simulation activity working as a summative assessment.

Elaborate: Blooket over Reasons of the seasons. 28 questions. First and second place get candy

Evaluate:

- Student sheet on the Reasons for the Seasons simulator
- Advertisement
- Completed pixel Art

			<p>If time this video on seasons and the sun could work well for an elaborate/recap. Seasons and the Sun: Crash Course Kids https://youtu.be/b25g4nZTHvM</p>	
N	<p>Summary: Students will explore patterns and changes across the year on Earth. They will work together to analyze maps showcasing temperatures and amount of sunlight received across different times of the year. Lastly, they will conclude class by starting the seasons simulator.</p>		<p>Summary: Students will continue exploring patterns and changes across the year on earth and work with their groups to answer the reasoning questions on the student sheet. They will then work independently to create an advertisement for a city of their choice they would like to promote or disfavor based on latitude and factors that influence climate.</p>	<p>Summary: Students will finish their advertisements and share with each other including reasons why they picked the location. We will also review why the South Pole has a colder climate than the North Pole. Pixel art and Blooket will work as a summative and formative assessment respectively. This is also a time for the teacher to find students that need to catch up on work.</p>
Resources:	<p>Resource Requirements:</p> <ul style="list-style-type: none"> - Chromebook/computer - Laminated maps - Smiley face stamp - Student sheet copies - Blank copy paper 		<p>Resource Requirements:</p> <ul style="list-style-type: none"> - Chromebook/computer - Blank copy paper - Posterboard - Art supplies 	<p>Resource Requirements:</p> <ul style="list-style-type: none"> - Chromebook/computer - Posterboard - Art supplies