AGENDA FOR THE WEEK: DAY AND NIGHT WEEK 2 *DATES November 8-12*

	MONDAY (B)	TUESDAY (A) A3 11:45-13:26 A4 13:30-15:00 *GOOD OBSERVATION DAY	WEDNESDAY (B)	THURSDAY (A) A3 11:45-13:26 A4 13:30-15:00 *GOOD OBSERVATION DAY	FRIDAY (B)
	B-day Mr. Pieniazek only teaches classes on A-days.	**Objective(s): SWBAT** * Describe the patterns and changes that occur during daylight and nighttime hours throughout the year across the globe * Investigate how Earth's tilt affects global temperatures in each hemisphere during summer and winter * Model the rotation and revolution of the Earth	B-day Mr. Pieniazek only teaches classes on A-days	**Objective(s): SWBAT** * Investigate how Earth's tilt affects global temperatures in each hemisphere during summer and winter * Graph data to interpret the trend between temperature and time for each city	B-day Mr. Pieniazek only teaches classes on A-days
P		**Engage:** On a sticky note: - Summarize what you learned from last time's class (look at your lab sheets) - What do you think is the reason for the seasons?		**Engage: "**What is a Monsoon?" https://www.youtube.com/watch?v=lpeVqICLTig	
L **A**		**Explore/Explain:** Insolation Lab on what causes the seasons. Students will write a claim about how the intensity of the sunlight (lamp) will affect different pre-determined cities across the globe. Students will collect data with the North Pole oriented towards and away from the lamp as well as the south pole. There will be 3 stations: 1: Lab data collection station 2: Blend Mystery Pixel Art, Blooket, Wrapping up Ads 3. Daylight Savings (pros and cons)		**Explore:** Finish graphing the three lines with three different colors including a key **Explain:** 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 **Elaborate:** Reflection questions over the Insolation lab including a conclusion about the essential question and what students thought initially. **Evaluate:** Turned in lab handout complete with data, a graph, reflection questions, and conclusion.	

		Elaborate: 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. **Evaluate:** Data Collection and Graphing portion of the lab			
N		**Summary:** 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.		**Summary:** Students will think critically about the data collected for cities located in the Northern hemisphere, Southern hemisphere, and equator. They will then create aa 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.	
Resources:		**Resource Requirements:** - Chromebook/computer - Lab handouts - Globes - Logger pro temperature probes - Lamp with stand		**Resource Requirements:** - Chromebook/computer - Lab handouts	