AGENDA FOR THE WEEK: WEATHER FORECAST PROJECT

DATES October 11-15

	MONDAY	TUESDAY (A) A3 11:45-13:26 A4 13:30-15:00 *GOOD OBSERVATION DAY MINI PROJECT DAY	WEDNESDAY (B)	THURSDAY (A) A3 11:45-13:26 A4 13:30-15:00 *GOOD OBSERVATION DAY MINI PROJECT DAY	FRIDAY (B) SUBSTITUTE TEACHING SALDANA'S B-DAY (7/8TH LANG. ARTS)
	No School, Professional Development Day for Staff	**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** * 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.
P		**Engage:** Discussing weather symbols. What do you think . , and * mean in terms of weather symbols? Discuss with your table and then we will go over it as a class. Students will then watch a brief anchor video for the Weather Forecast project		**Engage:** Brief share/discuss of ways 8th graders can contribute to a brighter future for our planet as well as possible solutions to combat the melting sea ice.	
L A		**Explore:** In project groups students will take turns reading to explore Air masses, which are essential for the project, but have not been covered yet. Each student will write a question about each segment in the appropriate box after the reading. *Let students know they can work together to come up with questions **Explain/ Elaborate:** 3-day project overview from teacher including rubric review of what needs to be included. -Region per table (Africa, S America, N America, Australia, East Asia, South Asia, and Europe) -Have students complete a contact/role sheet with individual goals and team goals		**Explore:** Students will continue working in their table groups on their projects. Since they have their questions, roles, and goals completed this is the first "real" project workday. This will involve answering questions they will need to answer through visuals on their project poster. **Explain/Elaborate:** Students will talk about and assess their progress on the questions that need to be answered for the final product. The teacher will also spend time doing a quick recap lesson on weather fronts and have students work through how fronts move, where they form, and how they relate to high and low pressure. Students will also use this class period to decide team goals, individual goals, and roles.	

		-Final product: group video with visual			
N		**Evaluate:** -School City district assessment **Summary:** Students will wrap up weather with a 3-day PBI on making a weather forecast for a particular region of the world. Important details will include air masses, fronts/weather symbols, high + low pressure, and wind directions in a neat presentable format where a video can be made as the final product. **Assessment(s):** - Submitted air masses questions - SC district assessment		**Evaluate** -Group question answering on air masses -Roles and goals handout **Summary:** Students will start their first workday on the 3-day project where they will work towards making a weather forecast. We will focus on answering questions students asked during last class to better create the diagram concerning air masses on the project visual. **Assessment(s):** - Weather forecast question progress	
Resources:		**Resource Requirements:** - Chromebook/computer - Posterboard - Sticky notes		**Resource Requirements:** - Chromebook/computer - Jamboard	