	Morroux	Transport (D)	III	Transport (D)	Enry (A)
	MONDAY (A)	TUESDAY (B)	WEDNESDAY (A)	THURSDAY (B)	FRIDAY (A)
	A3: 11:44 - 13:26		A3: 11:44 - 13:26		A3: 11:44 - 13:26
	A4 13:30 - 15:00		A4 13:30 - 15:00		A4 13:30 - 15:00
	Objective(s): SWBAT		Objective(s): SWBAT		Objective(s): SWBAT
	* Expand upon their		* Work collaboratively to create		*
	knowledge of conduction, convection, and radiation		visual posters we can use as a reference as well as validation		
	* Investigate and identify		for students		
	different examples of heat		* Identify the result of the Coriolis		
	transfer in their daily lives		effect on Earth's wind patterns		
	* Work collaboratively to		and ocean currents		
	create visual posters we can use as a reference as well as		* Investigation the Coriolis effect on the northern and southern		
	validation for students		hemisphere via a simulation		
	Engage: A demo involving an	CH	Engage: Modeling the Coriolis	CH	Engago
	aquarium, ice, a heater, and		effect (apparent force) via a demo		Engage
	food coloring. This will serve	lieniaz lasses	involving assistance from a student,	ieni lass	
	as a model of convection in		a globe, and a dry erase marker.		
	the real world. Students will				
	make claims about what they think will happen.	1		1.	
	*Start of class reshuffling of				
	the groups to promote	S		SI	
	community and time to get to				
	know and work with other				
	classmates. *				
	Explore: Short 12 question		Explore: Students will receive time before the		Explore
	Kahoot to serve as formative assessment for types of heat	7.0	explore to finish their anchor	~ O . T	
	transfer. Students will then		possters on energy transfer.		
	work together on a "Mystery		Short into reading on the Coriolis		Explain
	Pixel" activity about heat		effect from PBS	\overline{O}	
	transfer to strengthen understanding and expand		Students will explore an interactive simulation (NullSchool) to discover		
	upon examples present in their		differences among the wind and	<u> </u>	
	daily lives.	Y T	ocean current patterns at different	X X	Elaborate
	Explain: Students will work	/ tea	parts on Earth. A student sheet will	S	
	in their respective groups to	5, 5	be created to guide student learning	91 2	
	create visual "anchor" posters including the type of energy	C	throughout the use of the simulation. Explain:	C	
A	transfer, short and simple		Video on "Does water swirl the		
	definition, example in the real		other way in the Southern		
\mathbf{A}	world, and symbol to		Hemisphere?" 0-1:39		
	represent the type of energy	S	Students will make claims about the	S	
	transfer. Elaborate: Tying		popular myth in Science concerning water swirling and toilet water		
	together/expanding upon what		Potentially have students design an		
	students learned about		experiment to test this myth and		
	concerning cyclones last week		then continue the video after they		
	with the convection demo.		have thought of experiments.		

		The teacher will bring out the globe once more to demonstrate and ask students about the northern and southern hemispheres and what they observe when the globe spins. Elaborate: Drawing back to the lesson on cyclones during week 1, bring heat transfer learned last week into the picture when hurricanes are concerned.	
N	Evaluate: 2-question exit ticket; one low order and one higher order question Summary: Heat transfer will be expanded upon through formative assessment via Kahoot, real world examples, a demo, and an anchoring poster that will be hung to serve as a reference throughout the rest of the unit. Assessment(s): -Kahoot -Mystery Pixel -Anchor poster -Exit ticket	Summary Students will be introduced to the fundamentals of the apparent force known as the Coriolis effect. They will explore speeds of ocean currents and winds using NullSchool think critically about how to model the Coriolis effect in the real world and debunk the toilet bowl myth. This new content will hopefully work to tie hurricanes and heat transfer together as well. Assessment(s): -Nullschool student sheet -Anchor poster	Evaluate Summary Assessment(s):
Resources:	-aquarium -water -red and blue food coloring -hot plate -ice -markers and large white paper posters -Chromebook/computer	Resource Requirements: -globe -dry erase marker -Chromebook/computer	Resource Requirements: