Teacher's Name:Mr. Edwards

**Domain Earth and Space Science** 

Date Range: 9/23-27-2024

ACOS Standard: Construct an evidence-based explanation of how the relative positions of the Sun and Earth result in observable phenomena, including day and night cycles, length of year, and seasons.

Student Friendly Outcome: I can..... "I can explain how the positions of the Sun and Earth cause day and night, determine the length of the year, and create the seasons."

Monday	Tuesday	Wednesday	Thursday	Friday
Phase I: Before the Lesson	Phase I: Before the Lesson	Phase I: Before the Lesson	Phase I: Before the Lesson	Phase I: Before the Lesson
<ul> <li>Student Engagement/Lo ok Fors: Ask students to think about the changes in daylight throughout the year and how that affects their daily lives.</li> <li>Assess/Evaluate: Quick verbal responses to gauge prior knowledge.</li> </ul>	<ul> <li>Student         <ul> <li>Engagement/L             ook Fors:             Display a globe             and a flashlight             representing             the Sun. Ask             students to             predict how             Earth's tilt             affects             seasons.</li> </ul> </li> <li>Assess/Evaluat         <ul> <li>e: Group             predictions             shared aloud.</li> </ul> </li> </ul>	<ul> <li>Student Engagement /Look Fors: Prompt students to recall how long it takes Earth to complete one orbit around the Sun.</li> <li>Assess/Eval uate: Class-wide brainstormi ng session.</li> </ul>	<ul> <li>Student Engagement/L ook Fors: Review key points from previous lessons on Earth's rotation and revolution.</li> <li>Assess/Evalua te: Student participation in review discussion.</li> </ul>	<ul> <li>Student         <ul> <li>Engagement/L             ook Fors:                 Students                 discuss in pairs                 how Earth's tilt                 leads to                 varying                 temperatures                 in different                 seasons.</li> </ul> </li> <li>Assess/Evaluat                 e: Listen to                 conversations                 and redirect                 any                 misconception</li> </ul>
Phase II: During the Lesson	Phase II: During the Lesson	Phase II: During the	Lesson	s.
<ul> <li>Student         Engagement/Lo             ok Fors: Present             an introductory             video on Earth's             rotation and     </li> </ul>	<ul> <li>Student         Engagement/L         ook Fors:         Model Earth's         tilt and orbit         around the Sup     </li> </ul>	Student     Engagement     /Look Fors:     Discuss how     the length	<ul> <li>Student Engagement/L ook Fors: Interactive simulation showing the Sun-Farth</li> </ul>	Phase II: During the Lesson • Student Engagement/L ook Fors: Show a time-lanse

<ul> <li>revolution.</li> <li>Assess/Evaluate: Check for understanding through brief questioning about the key terms (rotation, revolution, axis).</li> <li>Phase III: After the Lesson</li> <li>Student Engagement/Lo ok Fors: Have students discuss with a partner the difference between day and night based on Earth's rotation.</li> <li>Assess/Evaluate: Collect exit slips with short explanations of why we experience day and night.</li> </ul>	<ul> <li>using the globe and flashlight.</li> <li>Assess/Evaluat e: Use questioning to ensure students grasp how different parts of Earth receive varying amounts of sunlight during the year.</li> <li>Phase III: After the Lesson</li> <li>Student Engagement/L ook Fors: Students create diagrams showing Earth's position during different seasons.</li> <li>Assess/Evaluat e: Review diagrams to confirm understanding of how Earth's tilt and orbit influence seasons.</li> </ul>	of a year is determined by Earth's revolution around the Sun. • Assess/Eval uate: Conduct a formative quiz on rotation, revolution, and seasons. Phase III: After the Lesson • Student Engagement /Look Fors: In small groups, students write evidence-ba sed explanation s for why we have leap years. • Assess/Eval uate: Evaluate explanation s for	relationship and its effect on daylight hours throughout the year. • Assess/Evalua te: Question students during the simulation to assess real-time understanding • Student Engagement/L ook Fors: Students write short paragraphs explaining how Earth's movements affect both day length and the seasons. • Assess/Evalua te: Use written paragraphs to	video of Earth's rotation and revolution over the course of a year. Assess/Evaluat e: Class discussion and Q&A about the video content. Phase II: After the Lesson Student Engagement/L ook Fors: Students complete a final assessment on the relationship between Earth's movements and observable phenomena. Assess/Evaluat e: Review the assessment to ensure students have met the lesson's learning objectives.
	understanding of how Earth's tilt and orbit influence seasons.	<ul> <li>Assess/Eval uate: Evaluate explanation s for accuracy and clarity.</li> </ul>	<ul> <li>Assess/Evalua te: Use written paragraphs to assess comprehensio n.</li> </ul>	students have met the lesson's learning objectives.

			A / E
Phase I: Before the	Lesson Student Enga	gement/LOOK Fors	Assess/Evaluate

Phase II: During the Lesson Student Engagement/Look Fors Assess/Evaluate

Phase III: After the Lesson Student Engagement/Look Fors Assess/Evaluate

**Lesson Modifications** 

RTI/PST (Students who need more help): Provide additional diagrams and explanations of Earth's movements.

Intervention	On-Level	Advanced
Below Level-Strategic		
Use hands-on models and simplified explanations.	Regular instruction with multimedia resources.	• Encourage independent research on how the tilt of other planets affects their seasons.
Inclusion Notes: Ensure visual and a	uditory aids for students who need acc	commodations.

**Gifted Notes:** 

Offer opportunities for gifted students to present their findings on how Earth's rotation and revolution affect other planets' systems.

Lesson Extensions/Resources
Homework: Research how daylight hours vary in different parts of the world and explain why.
Field Trips/Project: Investigate how local weather patterns change with the seasons.
Materials: Globe, flashlight, diagrams, videos, simulation software.
Reflections
Lesson Improvement?
Outcome(s) met?