Lesson Plans
Glencoe Science

Student Edition
Teacher Wraparound Edition
Interactive Teacher Edition CD-ROM
Interactive Lesson Planner CD-ROM
Lesson Plans
Content Outline for Teaching
Directed Reading for Content Mastery
Foldables: Reading and Study Skills
Assessment
  Chapter Review
  Chapter Tests
  ExamView Pro Test Bank Software
  Assessment Transparencies
  Performance Assessment in the Science Classroom
  The Princeton Review Standardized Test
  Practice Booklet
Directed Reading for Content Mastery in Spanish
Spanish Resources
Guided Reading Audio Program

Reinforcement
Enrichment
Activity Worksheets
Section Focus Transparencies
Teaching Transparencies
Laboratory Activities
Science Inquiry Labs
Critical Thinking/Problem Solving
Reading and Writing Skill Activities
Cultural Diversity
Laboratory Management and Safety in the Science Classroom
MindJogger Videoquizzes and Teacher Guide
Interactive Explorations and Quizzes CD-ROM
Vocabulary Puzzlemaker Software
Cooperative Learning in the Science Classroom
Environmental Issues in the Science Classroom
Home and Community Involvement
Using the Internet in the Science Classroom

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To the Teacher

Lesson planning guides are provided for each section of the chapter. Within the Lesson Plans you will see Student Edition features that may have an accompanying worksheet found in the Chapter Resources Booklet (CRB). These worksheets are shown in parentheses after the feature. For example:

_____ Before You Read, p. 37 (Foldables, p. 17, CRB)

The Foldables worksheet can be used with the Before You Read feature in the Student Edition.

Each Lesson Plan is divided into several parts:

■ **Schedule** lists the recommended number of class sessions to be devoted to each section of the chapter. Both traditional and block scheduling recommendations are given.

■ **Objectives** provides the section objectives. Here you will also find the correlations to National Science Standards for the section.

■ **Motivate** lists various resources to introduce the chapter or section to the students.

■ **Teach** lists Student Edition and Teacher Edition features that are used as you teach the material. You’ll also find worksheet pages and other resources such as transparencies or Professional Series Books that are appropriate to use with the section.

■ **Assess** provides references to the section assessment in the Student Edition as well as useful pages from the *Performance Assessment in the Science Classroom*.

■ **Reteach/Reinforce** is where you will find worksheets that provide students with additional reinforcement of the chapter content.

■ **Enrich/Apply** provides opportunities to challenge students with materials that go beyond the chapter content.

■ **Chapter Assessment** lists Student Edition, worksheet, and transparency resources that assess students’ knowledge of the chapter material.

■ **Multimedia Options** pulls together the many multimedia materials that can be used as reinforcement, review, extension, and assessment with your students.
Correlation to National Science Education Standards

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<th>Objectives</th>
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<tr>
<td>2. Evidence, models, and explanation</td>
<td>F3-1, F4-2, F5-1, F5-2, F5-3, G3-1, G3-2, G3-3, G5-1, G5-2, G6-1, G6-2, G6-3, H1-3, H4-2, H5-2, I1-1, I2-3, I3-1, I4-1, J1-1, J1-2, J1-3, J2-1, J2-2, J2-3, J3-1, J4-1, J4-4</td>
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<tr>
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<td>F2-1, F3-2, F3-3, F4-1, F4-2, F4-3, F5-2, F6-1, F6-2, F6-3, F6-1, F6-2, G1-1, G1-2, G1-3, G3-1, G3-2, G3-3, G3-4, G4-1, G4-2, G4-3, G5-1, G5-2, G5-3, G6-1, G6-2, G6-3, H1-3, H2-4, H3-1, H4-3, I1-2, I1-3, I2-2, I3-1, I3-3, I4-1, I4-2, I4-3</td>
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<td>2. Nature of science</td>
<td>F3-3, F5-3, F6-3, G5-3, G6-3, H2-4, H4-3, H5-3, I3-3, I4-3, J3-4</td>
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<td>3. History of science</td>
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Section 1  •  Radiation from Space

Schedule
Block Schedule:  1 session  (■ denotes activities recommended for block schedule.)
Single Periods:  2 sessions

Objectives
1. Explain the electromagnetic spectrum.
2. Identify the differences between refracting and reflecting telescopes.
3. Recognize the differences between optical and radio telescopes.

Motivate
_____ Explore Activity, p. 7
_____ Before You Read, p. 7 (Foldables, p. 13, CRB)
■■ Section Focus Transparency 1, TCR (Transparency Master and Study Guide, p. 40, CRB)

Teach
_____ Content Background, pp. 6E–6F, TWE
_____ Health Integration, p. 9
_____ Discussion, pp. 9, 11, TWE
_____ Inclusion Strategies, pp. 9, 10, TWE
_____ Visual Learning, p. 10, TWE
_____ Science Journal, pp. 10, 11, TWE
_____ Quick Demo, p. 10, TWE
_____ MiniLAB: Observing the Effects of Light Pollution, p. 12 (MiniLAB Worksheet, p. 3, CRB)
■■ Activity: Building a Reflecting Telescope, p. 14 (Activity Worksheet, pp. 5–6, CRB)
_____ Content Outline for Teaching, Section 1 (Note-taking Worksheet, pp. 29–31, CRB)
_____ Science Inquiry Lab, p. 59, TCR
_____ Teaching Transparency, TCR (Transparency Master and Study Guide, pp. 43–44, CRB)
_____ Laboratory Activity 1, pp. 9–12, CRB
_____ Spanish Resources, Section 1, CRB

Assess
■■ Section Assessment, p. 13
_____ Skill Builder Activities, p. 13
_____ Performance Assessment in the Science Classroom, pp. 89, 97, 109, 117, TCR

Reteach/Reinforce
■■ Directed Reading for Content Mastery, pp. 15, 16, CRB
_____ Spanish Directed Reading for Content Mastery, pp. 19, 20, CRB
_____ Reinforcement, p. 23, CRB

Enrich/Apply
_____ Enrichment, p. 26, CRB
_____ Cultural Diversity, p. 51, TCR

Multimedia Options
_____ Vocabulary Puzzlemaker Software, Ch. 1
_____ Guided Reading Audio Program (English & Spanish), Ch. 1
_____ Interactive CD-ROM, Presentation Builder, Ch. 1
_____ Using the Internet in the Science Classroom, TCR
_____ Science Web site: science.glencoe.com


Section 2  •  Early Space Missions

Schedule
Block Schedule: 0.5 session (denotes activities recommended for block schedule.)
Single Periods: 1 session

Objectives
4. Compare and contrast natural and artificial satellites.
5. Identify the differences between artificial satellites and space probes.
6. Explain the history of the race to the Moon.

Motivate
Section Focus Transparency 2, TCR (Transparency Master and Study Guide, p. 41, CRB)

Teach
Math Skills Activity, p. 16
Discussion, p. 16, TWE
Quick Demo, p. 16, TWE
Curriculum Connection, p. 16, TWE
Chemistry Integration, p. 18
Visual Learning, pp. 18, 19, TWE
Inclusion Strategies, p. 18, TWE
Use Science Words, p. 18, TWE
Activity, pp. 19, 20, TWE
Science Online, p. 20
Science Journal, p. 21
MiniLAB: Modeling a Satellite, p. 21 (MiniLAB Worksheet, p. 4, CRB)
Content Outline for Teaching, Section 2 (Note-taking Worksheet, pp. 29–31, CRB)
Spanish Resources, Section 2, CRB

Assess
Section Assessment, p. 22
Skill Builder Activities, p. 22
Performance Assessment in the Science Classroom, pp. 89, 151, TCR

Reteach/Reinforce
Directed Reading for Content Mastery, p. 17, CRB
Spanish Directed Reading for Content Mastery, p. 21, CRB
Reinforcement, p. 24, CRB
Mathematics Skill Activities, p. 15, TCR
Reading and Writing Skill Activities, p. 11, TCR

Enrich/Apply
Enrichment, p. 27, CRB

Multimedia Options
Vocabulary Puzzlemaker Software, Ch. 1
Guided Reading Audio Program (English & Spanish), Ch. 1
Interactive CD-ROM, Exploration, Ch. 1
Using the Internet in the Science Classroom, TCR
Science Web site: science.glencoe.com
# Section 3 - Current and Future Space Missions

## Schedule
Block Schedule: 2 sessions (■ denotes activities recommended for block schedule.)
Single Periods: 4 sessions

## Objectives
7. Explain the benefits of the space shuttle.
8. Identify the usefulness of orbital space stations.

## National Content Standards
UCP2, A1, D3, F5

## Motivate
■ Section Focus Transparency 3, TCR (Transparency Master and Study Guide, p. 42, CRB)

## Teach
■ Discussion, pp. 24, 26, 27, 33, TWE
■ Quick Demo, p. 24, TWE
■ Inclusion Strategies, pp. 24, 28, TWE
■ Identifying Misconceptions, p. 24, TWE
■ Science Online, pp. 25, 27
■ Visual Learning, pp. 25, 26, TWE
■ Make a Model, p. 25, TWE
■ Lab Demonstration, p. 26, TWE

## Assess
■ Section Assessment, p. 29
■ Skill Builder Activities, p. 29
■ Performance Assessment in the Science Classroom, pp. 91, 151, 163, TCR

## Reteach/Reinforce
■ Directed Reading for Content Mastery, pp. 17, 18, CRB
■ Spanish Directed Reading for Content Mastery, pp. 21, 22, CRB
■ Reinforcement, p. 25, CRB

## Enrich/Apply
■ Enrichment, p. 28, CRB
■ Physical Science Critical Thinking/Problem-Solving, p. 5, TCR

## Chapter Assessment
■ Chapter Study Guide, pp. 34–35
■ Chapter Review, pp. 33–34, CRB
■ Chapter Assessment, pp. 36–37
■ Chapter Test, pp. 35–38, CRB
■ Assessment Transparency, TCR, (Transparency Master and Study Guide, p. 45, CRB)
■ Standardized Test Practice by The Princeton Review, pp. 7–10, TCR

## Multimedia Options
■ Vocabulary Puzzlemaker Software, Ch. 1
■ Guided Reading Audio Program (English & Spanish), Ch. 1
■ MindJogger Videoquiz, Ch. 1
■ ExamView Pro Test Bank Software, Ch. 1
■ Interactive CD-ROM, Quiz, Ch. 1
■ Using the Internet in the Science Classroom, TCR
■ Science Web site: science.glencoe.com

TWE = Teacher Wraparound Edition,
CRB = Chapter Resources Booklet, TCR = Teacher Classroom Resources

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# Lesson Plans

## Section 1 - Earth

### Schedule

Block Schedule: 1 session  
(■ denotes activities recommended for block schedule.)

Single Periods: 2 sessions

### Objectives

1. Examine Earth's physical characteristics.  
2. Differentiate between rotation and revolution.  
3. Discuss what causes seasons to change.

### National Content Standards

UCP2, A1, D3

### Motivate

- Explore Activity, p. 39
- Before You Read, p. 39 (Foldables, p. 15, CRB)
- Section Focus Transparency 1, TCR (Transparency Master and Study Guide, p. 44, CRB)

### Teach

- Content Background, pp. 38E–38F, TWE
- Life Science Integration, p. 41
- Visual Learning, pp. 41, 43, TWE
- Quick Demo, pp. 42, 44, TWE
- MiniLAB: Making Your Own Compass, p. 42 (MiniLAB Worksheet, p. 3, CRB)
- Science Online, pp. 43, 45
- Inclusion Strategies, p. 43, TWE
- Discussion, p. 44, TWE
- Content Outline for Teaching, Section 1 (Note-taking Worksheet, pp. 31–34, CRB)
- Science Inquiry Lab, p. 41, TCR
- Laboratory Activity 1, pp. 11–12, CRB
- Laboratory Activity 2, pp. 13–14, CRB
- Spanish Resources, Section 1, CRB

### Assess

- Section Assessment, p. 45
- Skill Builder Activities, p. 45
- Performance Assessment in the Science Classroom, pp. 89, 91, 159, TCR

### Reteach/Reinforce

- Directed Reading for Content Mastery, pp. 17, 18, CRB
- Spanish Directed Reading for Content Mastery, pp. 21, 22, CRB
- Reinforcement, p. 25, CRB

### Enrich/Apply

- Enrichment, p. 28, CRB
- Earth Science Critical Thinking/Problem-Solving, pp. 10, 14, TCR

### Multimedia Options

- Vocabulary Puzzlemaker Software, Ch. 2
- Guided Reading Audio Program (English & Spanish), Ch. 2
- Interactive CD-ROM, Presentation Builder, Ch. 2
- Using the Internet in the Science Classroom, TCR
- Science Web site: science.glencoe.com
Section 2  •  The Moon—Earth’s Satellite

Schedule
Block Schedule:  1 session  (■ denotes activities recommended for block schedule.)
Single Periods:  2 sessions

Objectives
4. Identify phases of the Moon and their cause.
5. Explain why solar and lunar eclipses occur.
6. Infer what the Moon’s surface features may reveal about its history.

National Content Standards
UCP2, A1, D3

Motivate
■ Section Focus Transparency 2, TCR (Transparency Master and Study Guide, p. 45, CRB)

Teach
■ Science Journal, p. 47, TWE
■ MiniLAB: Comparing the Sun and the Moon, p. 47 (MiniLAB Worksheet, p. 4, CRB)
■ Visual Learning, pp. 48, 52, TWE
■ Use Science Words, pp. 48, 51, TWE
■ Identifying Misconceptions, pp. 48, 50, TWE
■ Science Online, p. 49
■ Discussion, pp. 49, 50, 51, TWE
■ Activity, pp. 50, 51, 52, TWE
■ Lab Demonstration, p. 50, TWE
■ Physics Integration, p. 51
■ Problem-Solving Activity, p. 53
■ Activity: Moon Phases and Eclipses, p. 55 (Activity Worksheet, pp. 7–8, CRB)
■ Content Outline for Teaching, Section 2 (Note-taking Worksheet, pp. 31–34, CRB)
■ Spanish Resources, Section 2, CRB

Assess
■ Section Assessment, p. 54
■ Skill Builder Activities, p. 54
■ Performance Assessment in the Science Classroom, pp. 127, 161, TCR

Reteach/Reinforce
■ Directed Reading for Content Mastery, p. 19, CRB
■ Spanish Directed Reading for Content Mastery, p. 23, CRB
■ Reinforcement, p. 26, CRB

Enrich/Apply
■ Enrichment, p. 29, CRB
■ Cultural Diversity, pp. 29, 71, TCR

Multimedia Options
■ Vocabulary Puzzlemaker Software, Ch. 2
■ Guided Reading Audio Program (English & Spanish), Ch. 2
■ Interactive CD-ROM, Exploration, Ch. 2
■ Using the Internet in the Science Classroom, TCR
■ Science Web site: science.glencoe.com

TWE = Teacher Wraparound Edition,
CRB = Chapter Resources Booklet, TCR = Teacher Classroom Resources
Section 3  Exploring Earth’s Moon

Schedule
Block Schedule: 2 sessions (denotes activities recommended for block schedule.)
Single Periods: 4 sessions

Objectives
7. Describe recent discoveries about the Moon.
8. Examine facts about the Moon that might influence future space travel.

National Content Standards
UCP2, A1, D3, E1, G1, G3

Motivate
Section Focus Transparency 3, TCR (Transparency Master and Study Guide, p. 46, CRB)

Teach
Visual Learning, p. 57, TWE
MiniLAB: Modeling a Shaded Impact Basin, p. 57 (MiniLAB Worksheet, p. 5, CRB)
Activity, p. 58, TWE
Extension, p. 58, TWE
Discussion, pp. 59, 63, TWE
Activity: Tilt and Temperature, pp. 60–61 (Activity Worksheet, pp. 9–10, CRB)

Assess
Section Assessment, p. 59
Skill Builder Activities, p. 59
Performance Assessment in the Science Classroom, pp. 109, 127, 151, 159, TCR

Reteach/Reinforce
Directed Reading for Content Mastery, pp. 19, 20, CRB
Spanish Directed Reading for Content Mastery, pp. 23, 24, CRB
Reinforcement, p. 27, CRB
Mathematics Skill Activities, p. 3, TCR
Reading and Writing Skill Activities, p. 11, TCR

Enrich/Apply
Enrichment, p. 30, CRB

Chapter Assessment
Chapter Study Guide, pp. 64–65
Chapter Review, pp. 37–38, CRB
Chapter Assessment, pp. 66–67
Chapter Test, pp. 39–42, CRB
Assessment Transparency, TCR, (Transparency Master and Study Guide, p. 49, CRB)
Standardized Test Practice by The Princeton Review, pp. 11–14, TCR

Multimedia Options
Vocabulary Puzzlemaker Software, Ch. 2
Guided Reading Audio Program (English & Spanish), Ch. 2
MindJogger Videoquiz, Ch. 2
ExamView Pro Test Bank Software, Ch. 2
Interactive CD-ROM, Quiz, Ch. 2
Science Web site: science.glencoe.com

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Section 1 — The Solar System

Schedule
Block Schedule: 1 session  (■ denotes activities recommended for block schedule.)
Single Periods: 2 sessions

Objectives
1. Compare the Sun-centered and Earth-centered models of the solar system.
2. Describe current models of the formation of the solar system.

Motivate
_____ Explore Activity, p. 69
_____ Before You Read, p. 69 (Foldables, p. 17, CRB)
■____ Section Focus Transparency 1, TCR (Transparency Master and Study Guide, p. 48, CRB)

Teach
_____ Content Background, pp. 68E–68F, TWE
_____ Science Online, p. 71
_____ Discussion, p. 71, TWE
_____ Visual Learning, pp. 71, 73, TWE
_____ Physics Integration, p. 72
_____ Inclusion Strategies, p. 72, TWE
_____ Use Science Words, p. 72, TWE
_____ Science Journal, p. 72, TWE
_____ Activity, p. 73, TWE
■____ Activity: Planetary Orbits, p. 75 (Activity Worksheet, pp. 5–6, CRB)
_____ Content Outline for Teaching, Section 1 (Note-taking Worksheet, pp. 35–38, CRB)
_____ Home and Community Involvement, p. 48, TCR
_____ Spanish Resources, Section 1, CRB

Assess
■____ Section Assessment, p. 74
_____ Skill Builder Activities, p. 74
_____ Performance Assessment in the Science Classroom, pp. 89, 99, 127, TCR

Reteach/Reinforce
■____ Directed Reading for Content Mastery, pp. 19, 20, CRB
_____ Spanish Directed Reading for Content Mastery, pp. 23, 24, CRB
_____ Reinforcement, p. 27, CRB
_____ Reading and Writing Skill Activities, p. 47, TCR

Enrich/Apply
_____ Enrichment, p. 31, CRB
_____ Cultural Diversity, p. 29, TCR

Multimedia Options
_____ Vocabulary Puzzlemaker Software, Ch. 3
_____ Guided Reading Audio Program (English & Spanish), Ch. 3
_____ Interactive CD-ROM, Presentation Builder and Exploration, Ch. 3
_____ Using the Internet in the Science Classroom, TCR
_____ Science Web site: science.glencoe.com

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### Section 2 - The Inner Planets

#### Schedule

Block Schedule: 1 session  
Single Periods: 2 sessions

#### Objectives

3. List the inner planets and their relative order from the Sun.  
4. Describe important characteristics of each inner planet.  
5. Compare and contrast Venus and Earth.

#### National Content Standards

UCP1, A1, B2, D3

#### Motivate

- Section Focus Transparency 2, TCR (Transparency Master and Study Guide, p. 49, CRB)

#### Teach

- Activity, p. 77, TWE  
- Extension, p. 77, TWE  
- Teacher FYI, pp. 77, 80, TWE  
- Discussion, p. 78, TWE  
- Visual Learning, p. 78, TWE  
- Quick Demo, p. 78, TWE  
- Curriculum Connection, p. 78, TWE  
- MiniLAB: Inferring Effects on Gravity, p. 79 (MiniLAB Worksheet, p. 3, CRB)  
- Science Online, p. 80  
- Math Skills Activity, p. 80  
- Inclusion Strategies, p. 80, TWE  
- Content Outline for Teaching, Section 2 (Note-taking Worksheet, pp. 35–38, CRB)  
- Laboratory Activity 1, pp. 9–12, CRB  
- Spanish Resources, Section 2, CRB

#### Assess

- Section Assessment, p. 81  
- Skill Builder Activities, p. 81  
- Performance Assessment in the Science Classroom, pp. 46, 89, 173, TCR

#### Reteach/Reinforce

- Directed Reading for Content Mastery, pp. 19, 20, CRB  
- Spanish Directed Reading for Content Mastery, pp. 23, 24, CRB  
- Reinforcement, p. 28, CRB  
- Mathematics Skill Activities, p. 1, TCR  
- Reading and Writing Skill Activities, p. 11, TCR

#### Enrich/Apply

- Enrichment, p. 32, CRB  
- Earth Science Critical Thinking/Problem-Solving, p. 8, TCR

#### Multimedia Options

- Vocabulary Puzzlemaker Software, Ch. 3  
- Guided Reading Audio Program (English & Spanish), Ch. 3  
- Using the Internet in the Science Classroom, TCR  
- Science Web site: science.glencoe.com
Section 3  •  The Outer Planets

Schedule
Block Schedule: 1 session  ■ denotes activities recommended for block schedule.)
Single Periods: 2 sessions

Objectives
6. Describe the major characteristics of Jupiter, Saturn, Uranus, and Neptune.
7. Explain how Pluto differs from the other outer planets.

National Content Standards
UCP1, A1, D3

Motivate
■ Section Focus Transparency 3, TCR (Transparency Master and Study Guide, p. 50, CRB)

Teach
_____ Visual Learning, p. 83, TWE
_____ Teacher FYI, pp. 83, 84, 88, 89, TWE
_____ Cultural Diversity, p. 84, TWE
_____ MiniLAB: Modeling Planets, p. 84 (MiniLAB Worksheet, p. 4, CRB)
_____ Discussion, pp. 85, 86, TWE
_____ Identifying Misconceptions, p. 85, TWE
_____ Curriculum Connection, p. 85, TWE
_____ Physics Integration, p. 86
_____ Science Journal, p. 86, TWE
_____ Activity, p. 88, TWE
_____ Lab Demonstration, p. 88, TWE
_____ Make a Model, p. 88, TWE
_____ Inclusion Strategies, p. 89, TWE
_____ Extension, p. 89, TWE
_____ Content Outline for Teaching, Section 3 (Note-taking Worksheet, pp. 35–38, CRB)
_____ Spanish Resources, Section 3, CRB

Assess
■ Section Assessment, p. 87
_____ Skill Builder Activities, p. 87
_____ Performance Assessment in the Science Classroom, pp. 89, 123, TCR

Reteach/Reinforce
■ Directed Reading for Content Mastery, p. 21, CRB
_____ Spanish Directed Reading for Content Mastery, p. 25, CRB
_____ Reinforcement, p. 29, CRB

Enrich/Apply
_____ Enrichment, p. 33, CRB
_____ Physical Science Critical Thinking/Problem-Solving, p. 4, TCR

Multimedia Options
_____ Vocabulary Puzzlemaker Software, Ch. 3
_____ Guided Reading Audio Program (English & Spanish), Ch. 3
_____ Using the Internet in the Science Classroom, TCR
_____ Science Web site: science.glencoe.com

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Section 4 • Other Objects in the Solar System

Objectives

8. Describe where comets come from and how a comet develops as it approaches the Sun.

9. Distinguish among comets, meteoroids, and asteroids.

National Content Standards

UCP1, A1, D3, G2

Motivate

Section Focus Transparency 4, TCR (Transparency Master and Study Guide, p. 51, CRB)

Teach

Discussion, p. 91, TWE
Activity, p. 91, TWE
Science Journal, p. 91, TWE
Identifying Misconceptions, pp. 91, 99, TWE
Visual Learning, p. 92, TWE
Teacher FYI, p. 92, TWE
Inclusion Strategies, p. 94, TWE
Activity: Solar System Distance Model, pp. 94–95 (Activity Worksheet, pp. 7–8, CRB)

Assess

Section Assessment, p. 93
Skill Builder Activities, p. 93
Performance Assessment in the Science Classroom, pp. 123, 127, TCR

Reteach/Reinforce

Directed Reading for Content Mastery, pp. 21, 22, CRB
Spanish Directed Reading for Content Mastery, pp. 25, 26, CRB
Reinforcement, p. 30, CRB

Enrich/Apply

Enrichment, p. 34, CRB
Cultural Diversity, p. 31, TCR

Chapter Assessment

Chapter Study Guide, pp. 98–99
Chapter Review, pp. 41–42, CRB
Chapter Assessment, pp. 100–101
Chapter Test, pp. 43–46, CRB
Assessment Transparency, TCR, (Transparency Master and Study Guide, p. 55, CRB)
Standardized Test Practice by The Princeton Review, pp. 15–18, TCR

Multimedia Options

Vocabulary Puzzlemaker Software, Ch. 3
Guided Reading Audio Program (English & Spanish), Ch. 3
MindJogger Videoquiz, Ch. 3
ExamView Pro Test Bank Software, Ch. 3
Interactive CD-ROM, Quiz, Ch. 3
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Lesson Plans

Section 1 • Stars

Schedule
Block Schedule: 0.5 session (denotes activities recommended for block schedule.)
Single Periods: 1 session

Objectives
1. Explain why the positions of constellations change throughout the year.
2. Distinguish between absolute magnitude and apparent magnitude.
3. Describe how parallax is used to determine distance.

National Content Standards
UCP2, A1, D3

Motivate
_____ Explore Activity, p. 103
_____ Before You Read, p. 103 (Foldables, p. 17, CRB)
____ Section Focus Transparency 1, TCR (Transparency Master and Study Guide, p. 48, CRB)

Teach
_____ Content Background, pp. 102E–102F, TWE
_____ Science Journal, pp. 102, 105, TWE
_____ Identifying Misconceptions, p. 105, TWE
_____ MiniLAB: Observing Star Patterns, p. 105 (MiniLAB Worksheet, p. 3, CRB)
_____ Problem-Solving Activity, p. 106
_____ Quick Demo, p. 106, TWE
_____ Inclusion Strategies, p. 106, TWE
_____ Activity, p. 107, TWE

Assess
____ Section Assessment, p. 108
_____ Skill Builder Activities, p. 108
_____ Performance Assessment in the Science Classroom, pp. 99, 123, 159, TCR

Re teach/Reinforce
_____ Directed Reading for Content Mastery, pp. 19, 20, CRB
_____ Spanish Directed Reading for Content Mastery, pp. 23, 24, CRB
_____ Reinforcement, p. 27, CRB
_____ Mathematics Skill Activities, p. 11, TCR

Enrich/Apply
_____ Enrichment, p. 31, CRB
_____ Earth Science Critical Thinking/Problem-Solving, p. 23, TCR

Multimedia Options
_____ Vocabulary Puzzlemaker Software, Ch. 4
_____ Guided Reading Audio Program (English & Spanish), Ch. 4
_____ Interactive CD-ROM, Presentation Builder, Ch. 4
_____ Using the Internet in the Science Classroom, TCR
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Section 2  •  The Sun

Schedule
Block Schedule:  1 session  ( ■ denotes activities recommended for block schedule.)
Single Periods:  2 sessions

Objectives
4. Describe the structure of the Sun.
5. Explain how sunspots, prominences, and solar flares are related.
6. Explain why the Sun is considered an average star and how it differs from stars in binary systems.

National Content Standards
UCP5, A1, B3, D3

Motivate
■ Section Focus Transparency 2, TCR (Transparency Master and Study Guide, p. 49, CRB)

Teach
■ Quick Demo, p. 110, TWE
■ Teacher FYI, p. 110, TWE
■ Fun Fact, p. 110, TWE
■ Science Online, p. 111
■ Visual Learning, p. 111, TWE
■ Use Science Words, p. 111, TWE
■ Curriculum Connection, p. 111, TWE
■ Activity: Sunspots, p. 113 (Activity Worksheet, pp. 5–6, CRB)
■ Content Outline for Teaching, Section 2 (Note-taking Worksheet, pp. 35–38, CRB)
■ Science Inquiry Lab, p. 43, TCR
■ Spanish Resources, Section 2, CRB

Assess
■ Section Assessment, p. 112
■ Skill Builder Activities, p. 112
■ Performance Assessment in the Science Classroom, p. 93, TCR

Reteach/Reinforce
■ Directed Reading for Content Mastery, p. 20, CRB
■ Spanish Directed Reading for Content Mastery, p. 24, CRB
■ Reinforcement, p. 28, CRB

Enrich/Apply
■ Enrichment, p. 32, CRB
■ Cultural Diversity, p. 29, TCR

Multimedia Options
■ Vocabulary Puzzlemaker Software, Ch. 4
■ Guided Reading Audio Program (English & Spanish), Ch. 4
■ Using the Internet in the Science Classroom, TCR
■ Science Web site: science.glencoe.com

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Section 3  ▪ Evolution of Stars

Schedule
Block Schedule: 1 session  (■ denotes activities recommended for block schedule.)
Single Periods: 2 sessions

Objectives
7. Describe how stars are classified.
8. Explain how the temperature of a star relates to its color.
9. Describe how a star evolves.

National Content Standards
UCP1, UCP4, B1, D3

Motivate
■ Section Focus Transparency 3, TCR (Transparency Master and Study Guide, p. 50, CRB)

Teach
_____ Physics Integration, p. 115
_____ Inclusion Strategies, p. 115, TWE
_____ Extension, pp. 115, 117, 118, TWE
_____ Science Online, p. 116
_____ Lab Demonstration, p. 116, TWE
_____ Use Science Words, p. 116, TWE
_____ Make a Model, p. 116, TWE
_____ Teacher FYI, pp. 116, 117, 118, TWE
_____ Chemistry Integration, p. 117
_____ Visual Learning, p. 117, TWE
_____ Fun Fact, p. 118, TWE
_____ Discussion, p. 119, TWE
_____ Content Outline for Teaching, Section 3 (Note-taking Worksheet, pp. 35–38, CRB)
_____ Spanish Resources, Section 3, CRB

Assess
■ Section Assessment, p. 119
_____ Skill Builder Activities, p. 119
_____ Performance Assessment in the Science Classroom, p. 93, TCR

Reteach/Reinforce
■ Directed Reading for Content Mastery, p. 21, CRB
_____ Spanish Directed Reading for Content Mastery, p. 25, CRB
_____ Reinforcement, p. 29, CRB

Enrich/Apply
_____ Enrichment, pp. 33, CRB

Multimedia Options
_____ Vocabulary Puzzlemaker Software, Ch. 4
_____ Guided Reading Audio Program (English & Spanish), Ch. 4
_____ Interactive CD-ROM, Exploration, Ch. 4
_____ Using the Internet in the Science Classroom, TCR
_____ Science Web site: science.glencoe.com
Section 4  Galaxies and the Universe

Schedule
Block Schedule:  2 sessions  (■ denotes activities recommended for block schedule.)
Single Periods:  4 sessions

Objectives
10. Identify the three main types of galaxies.
11. List several characteristics of the Milky Way Galaxy.
12. Describe evidence that supports the Big Bang theory.

National Content Standards
UCP2, A1, D3

Motivate
■ Section Focus Transparency 4, TCR (Transparency Master and Study Guide, p. 51, CRB)

Teach
____ Visual Learning, pp. 121, 124, 129, TWE
____ Cultural Diversity, p. 121, TWE
____ Inclusion Strategies, p. 122, TWE
____ Curriculum Connection, p. 122, TWE
____ MiniLAB: Measuring Distance in Space, p. 122 (MiniLAB Worksheet, p. 4, CRB)
____ Quick Demo, p. 123, TWE
____ Extension, pp. 123, 124, TWE
____ Activity, pp. 124, 128, TWE

Assess
■ Section Assessment, p. 125
____ Skill Builder Activities, p. 125
____ Performance Assessment in the Science Classroom, pp. 89, 123, 159, TCR

Reteach/Reinforce
■ Directed Reading for Content Mastery, pp. 21, 22, CRB
____ Spanish Directed Reading for Content Mastery, pp. 25, 26, CRB
____ Reinforcement, p. 30, CRB
____ Reading and Writing Skill Activities, p. 47, TCR

Enrich/Apply
____ Enrichment, p. 34, CRB

Chapter Assessment
■ Chapter Study Guide, pp. 130–131
■ Chapter Review, pp. 41–42, CRB
■ Chapter Assessment, pp. 132–133
■ Chapter Test, pp. 43–46, CRB

Assessment Transparency, TCR, (Transparency Master and Study Guide, p. 55, CRB)
____ Standardized Test Practice by The Princeton Review, pp. 19–22, TCR

Multimedia Options
____ Vocabulary Puzzlemaker Software, Ch. 4
____ Guided Reading Audio Program (English & Spanish), Ch. 4
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