

Wasco High School

Course: Earth Science

2012-2013 Pacing Guide

Text: Earth Science: Geology, the Environment, and the Universe(California Edition), Glencoe Science, McGraw Hill 2007

Lab Manual: Earth Science: Geology, the Environment, and the Universe (California Edition), Glencoe Science, McGraw Hill 2007

Date	Essential Standard(s)	Material(s)	Assessment(s)
Week of 8/13 - 8/17	Investigation and Experimentation 1. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other four strands, students should develop their own questions and perform investigations. f. Distinguish between hypothesis and theory as scientific terms. g. Recognize the usefulness and limitations of models and theories as scientific representations of reality.	<ul style="list-style-type: none"> • Class Syllabus • Teacher selected materials on Lab Safety • Text <ul style="list-style-type: none"> ○ Chapter 1 ○ Page 4 • Teacher generated worksheets 	<p><u>Formative Assessment</u></p> <ul style="list-style-type: none"> • Bell Work • Grouping • Questioning/Discussion • Worksheets: <ul style="list-style-type: none"> ○ Lab Safety ○ Scientific Process • Teacher Observation <p><u>Summative Assessment</u></p> <ul style="list-style-type: none"> • Lab Safety Quiz •
Week of 8/20 - 8/24	Investigation and Experimentation 1. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other four strands, students should develop their own questions and perform investigations. h. Read and interpret topographic and geologic maps.	<ul style="list-style-type: none"> • Text <ul style="list-style-type: none"> ○ Chapter 2 ○ Page 26 • Student Notebook • Teacher generated worksheets 	<p><u>Formative Assessment</u></p> <ul style="list-style-type: none"> • Bell Work • Think, Pair, Share • Questioning/Discussion • Worksheets: <ul style="list-style-type: none"> ○ Topographic Mapping ○ Metric System • Teacher Observation

Wasco High School

Course: Earth Science	2012-2013 Pacing Guide
------------------------------	-------------------------------

Text: Earth Science: Geology, the Environment, and the Universe(California Edition), Glencoe Science, McGraw Hill 2007

Lab Manual: Earth Science: Geology, the Environment, and the Universe (California Edition), Glencoe Science, McGraw Hill 2007

Week of 8/27 – 8/31	<p>Earth's Place in the Universe</p> <p>1. Dynamic Earth Astronomy and planetary exploration reveal the solar system's structure, scale, and change over time. As a basis for understanding this concept:</p> <p>b. Students know the evidence from Earth and moon rocks indicates that the solar system was formed from a nebular cloud of dust and gas approximately 4.6 billion years ago.</p>	<ul style="list-style-type: none"> • Text <ul style="list-style-type: none"> ○ Chapter 2 ○ Page 26 • Student Notebook • Teacher generated worksheets • Lab Materials 	<p><u>Formative Assessment</u></p> <ul style="list-style-type: none"> • Bell Work • Questioning/Discussion • Worksheets • Lab • Teacher Observation <p><u>Summative Assessment</u></p> <ul style="list-style-type: none"> • Unit Quiz
Week of 9/3 - 9/7	<p>Processes</p> <p>3. Plate tectonics operating over geologic time has changed the patterns of land, sea, and mountains on Earth's surface. As the basis for understanding this concept:</p> <p>c. Students know how to explain the properties of rocks based on the physical and chemical conditions in which they formed, including plate tectonic processes. Biogeochemical Cycles</p>	<p style="text-align: center;">9/3 Labor Day</p> <ul style="list-style-type: none"> • Text <ul style="list-style-type: none"> ○ Chapter 4 ○ Page 76 • Student Notebook • Teacher generated worksheets 	<p><u>Formative Assessment</u></p> <ul style="list-style-type: none"> • Bell Work • Questioning/Discussion • Worksheets: <ul style="list-style-type: none"> ○ Rock Classification • Teacher Observation

Wasco High School

Course: Earth Science

2012-2013 Pacing Guide

Text: Earth Science: Geology, the Environment, and the Universe(California Edition), Glencoe Science, McGraw Hill 2007

Lab Manual: Earth Science: Geology, the Environment, and the Universe (California Edition), Glencoe Science, McGraw Hill 2007

<p>Week of 9/10 - 9/14</p>	<p>Processes</p> <p>3. Plate tectonics operating over geologic time has changed the patterns of land, sea, and mountains on Earth's surface. As the basis for understanding this concept:</p> <p>c. Students know how to explain the properties of rocks based on the physical and chemical conditions in which they formed, including plate tectonic processes.</p> <p>Biogeochemical Cycles</p> <p>7. Each element on Earth moves among reservoirs, which exist in the solid earth, in oceans, in the atmosphere, and within and among organisms as part of biogeochemical cycles. As a basis for understanding this concept:</p> <p>a. Students know the carbon cycle of photosynthesis and respiration and the nitrogen cycle.</p> <p>b. Students know the global carbon cycle: the different physical and chemical forms of carbon in the atmosphere, oceans, biomass, fossil fuels, and the movement of carbon among these reservoirs.</p> <p>c. Students know the movement of matter among reservoirs is driven by Earth's internal and external sources of energy.</p> <p>d. * Students know the relative residence times and flow characteristics of carbon in and out of its different reservoirs.</p>	<p>9/10-9/14 ACE #1</p> <ul style="list-style-type: none"> • Text <ul style="list-style-type: none"> ○ Chapter 5 ○ Page 98 • Student Notebook • Teacher generated worksheets • Lab Materials <p>Progress Report 9/14</p>	<p><u>Formative Assessment</u></p> <ul style="list-style-type: none"> • Bell Work • Questioning/Discussion • Graphic Organizers • Worksheets: <ul style="list-style-type: none"> ○ Rock Cycle • Lab • Teacher Observation <p><u>Interim Assessment</u></p> <ul style="list-style-type: none"> • ACE #1 <p><u>Summative Assessment</u></p> <ul style="list-style-type: none"> • Unit Quiz
--	--	--	---

Wasco High School

Course: Earth Science

2012-2013 Pacing Guide

Text: Earth Science: Geology, the Environment, and the Universe(California Edition), Glencoe Science, McGraw Hill 2007

Lab Manual: Earth Science: Geology, the Environment, and the Universe (California Edition), Glencoe Science, McGraw Hill 2007

Week of 9/17 - 9/21	<p>Processes</p> <p>3. Plate tectonics operating over geologic time has changed the patterns of land, sea, and mountains on Earth's surface. As the basis for understanding this concept:</p> <p>a. Students know features of the ocean floor (magnetic patterns, age, and sea-floor topography) provide evidence of plate tectonics.</p> <p>b. Students know the principal structures that form at the three different kinds of plate boundaries.</p> <p>Earth's Place in the Universe</p> <p>1. Dynamic earth, astronomy and planetary exploration reveal the solar system's structure, scale, and change over time. As a basis for understanding this concept:</p> <p>c. Students know the evidence from geological studies of Earth and other planets suggest that the early Earth was very different from Earth today.</p>	<ul style="list-style-type: none"> • Text <ul style="list-style-type: none"> ○ Chapter 17 ○ Page 442 • Student Notebook • Teacher generated worksheets ACE #1 Analysis 	<p><u>Formative Assessment</u></p> <ul style="list-style-type: none"> • Bell Work • Questioning/Discussion • Exit Slips • Worksheets: <ul style="list-style-type: none"> ○ Plate Tectonics • Teacher Observation
--------------------------------	---	---	--

Wasco High School

Course: Earth Science

2012-2013 Pacing Guide

Text: Earth Science: Geology, the Environment, and the Universe(California Edition), Glencoe Science, McGraw Hill 2007

Lab Manual: Earth Science: Geology, the Environment, and the Universe (California Edition), Glencoe Science, McGraw Hill 2007

Week of 9/24 - 9/28	<p>Processes</p> <p>3. Plate tectonics operating over geologic time has changed the patterns of land, sea, and mountains on Earth's surface. As the basis for understanding this concept:</p> <p>d. Students know why and how earthquakes occur and the scales used to measure their intensity and magnitude.</p>	<ul style="list-style-type: none"> • Text <ul style="list-style-type: none"> ○ Chapter 17 ○ Page 442 • Student Notebook • Teacher generated worksheets • Lab Materials 	<p><u>Formative Assessment</u></p> <ul style="list-style-type: none"> • Bell Work • Questioning/Discussion • Think, Pair, Share • Worksheets: <ul style="list-style-type: none"> ○ Rock Cycle • Lab • Teacher Observation <p><u>Summative Assessment</u></p> <ul style="list-style-type: none"> • Unit Quiz
--------------------------------------	--	---	--

Wasco High School

Course: Earth Science

2012-2013 Pacing Guide

Text: Earth Science: Geology, the Environment, and the Universe(California Edition), Glencoe Science, McGraw Hill 2007

Lab Manual: Earth Science: Geology, the Environment, and the Universe (California Edition), Glencoe Science, McGraw Hill 2007

Week of 10/1 - 10/5	<p>Processes</p> <p>3. Plate tectonics operating over geologic time has changed the patterns of land, sea, and mountains on Earth's surface. As the basis for understanding this concept:</p> <p>f. * Students know the explanation for the location and properties of volcanoes that are due to hot spots and the explanation for those that are due to subduction.</p> <p>Structure and Composition of the Atmosphere</p> <p>8. Life has changed Earth's atmosphere, and changes in the atmosphere affect conditions for life. As a basis for understanding this concept:</p> <p>b. Students know how the composition of Earth's atmosphere has evolved over geologic time and know the effect of outgassing, the variations of carbon dioxide concentration, and the origin of atmospheric oxygen.</p>	<ul style="list-style-type: none"> • Text <ul style="list-style-type: none"> ○ Chapter 18 ○ Page 470 • Student Notebook • Teacher generated worksheets 	<p><u>Formative Assessment</u></p> <ul style="list-style-type: none"> • Bell Work • Questioning/Discussion • Worksheets: <ul style="list-style-type: none"> ○ Volcanoes • Teacher Observation
--------------------------------	---	--	--

Wasco High School

Course: Earth Science

2012-2013 Pacing Guide

Text: Earth Science: Geology, the Environment, and the Universe(California Edition), Glencoe Science, McGraw Hill 2007

Lab Manual: Earth Science: Geology, the Environment, and the Universe (California Edition), Glencoe Science, McGraw Hill 2007

Week of 10/8 - 10/12	<p>Processes</p> <p>3. Plate tectonics operating over geologic time has changed the patterns of land, sea, and mountains on Earth's surface. As the basis for understanding this concept:</p> <p>e. Students know there are two kinds of volcanoes: one kind with violent eruptions producing steep slopes and the other kind with voluminous lava flows producing gentle slopes.</p> <p>f. * Students know the explanation for the location and properties of volcanoes that are due to hot spots and the explanation for those that are due to subduction.</p>	<p style="text-align: center;">ACE # 2 (10/8-10/12)</p> <ul style="list-style-type: none"> • Text <ul style="list-style-type: none"> ○ Chapter 18 ○ Page 470 • Student Notebook • Teacher generated worksheets <p style="text-align: center;">10/12 End of 1st Quarter</p>	<p>Last week of First Quarter</p> <p><u>Formative Assessment</u></p> <ul style="list-style-type: none"> • Bell Work • Questioning/Discussion • Exit Slips • Worksheets: <ul style="list-style-type: none"> ○ Volcanoes • Teacher Observation
Week of 10/15 - 10/19	<p>Processes</p> <p>3. Plate tectonics operating over geologic time has changed the patterns of land, sea, and mountains on Earth's surface. As the basis for understanding this concept:</p> <p>e. Students know there are two kinds of volcanoes: one kind with violent eruptions producing steep slopes and the other kind with voluminous lava flows producing gentle slopes.</p> <p>f. * Students know the explanation for the location and properties of volcanoes that are due to hot spots and the explanation for those that are due to subduction.</p>	<ul style="list-style-type: none"> • Text <ul style="list-style-type: none"> ○ Chapter 18 ○ Page 470 • Student Notebook • Teacher generated worksheets • Lap top computers <p>ACE # 2 Analysis</p>	<p><u>Formative Assessment</u></p> <ul style="list-style-type: none"> • Bell Work • Questioning/Discussion • Think, Pair, Share • Worksheets: <ul style="list-style-type: none"> ○ Volcanoes • PPT Presentation on Volcanoes • Teacher Observation <p><u>Summative Assessment</u></p> <ul style="list-style-type: none"> • Unit Quiz

Wasco High School

Course: Earth Science

2012-2013 Pacing Guide

Text: Earth Science: Geology, the Environment, and the Universe(California Edition), Glencoe Science, McGraw Hill 2007

Lab Manual: Earth Science: Geology, the Environment, and the Universe (California Edition), Glencoe Science, McGraw Hill 2007

Week of 10/22 - 10/26	<p>Processes</p> <p>3. Plate tectonics operating over geologic time has changed the patterns of land, sea, and mountains on Earth's surface. As the basis for understanding this concept:</p> <p>d. Students know why and how earthquakes occur and the scales used to measure their intensity and magnitude.</p>	<ul style="list-style-type: none"> • Text <ul style="list-style-type: none"> ○ Chapter 19 ○ Page 494 • Student Notebook • Teacher generated worksheets • Lab Materials 	<p><u>Formative Assessment</u></p> <ul style="list-style-type: none"> • Bell Work • Questioning/Discussion • Worksheets: <ul style="list-style-type: none"> ○ Earthquakes and Earth's Interior • Teacher Observation
Week of 10/29 - 11/2	<p>Processes</p> <p>3. Plate tectonics operating over geologic time has changed the patterns of land, sea, and mountains on Earth's surface. As the basis for understanding this concept:</p> <p>d. Students know why and how earthquakes occur and the scales used to measure their intensity and magnitude.</p>	<ul style="list-style-type: none"> • Text <ul style="list-style-type: none"> ○ Chapter 19 ○ Page 494 • Student Notebook • Teacher generated worksheets • Lab Materials 	<p><u>Formative Assessment</u></p> <ul style="list-style-type: none"> • Bell Work • Questioning/Discussion • Worksheets: <ul style="list-style-type: none"> ○ Earthquakes and Earth's Interior • Lab • Teacher Observation <p><u>Summative Assessment</u></p> <ul style="list-style-type: none"> • Unit Quiz

Wasco High School

Course: Earth Science

2012-2013 Pacing Guide

Text: Earth Science: Geology, the Environment, and the Universe(California Edition), Glencoe Science, McGraw Hill 2007

Lab Manual: Earth Science: Geology, the Environment, and the Universe (California Edition), Glencoe Science, McGraw Hill 2007

Week of 11/5 - 11/9	California Geology 9. The geology of California underlies the state's wealth of natural resources as well as its natural hazards. As a basis for understanding this concept: a. Students know the resources of major economic importance in California and their relation to California's geology. b. Students know the principal natural hazards in different California regions and the geologic basis of those hazards.	11/5-11/9 ACE #3 <ul style="list-style-type: none"> • Text <ul style="list-style-type: none"> ○ Chapter 25 ○ Page 654 • Student Notebook • Teacher generated worksheets • Lab Materials Progress Report 11/9	<u>Formative Assessment</u> <ul style="list-style-type: none"> • Bell Work • Questioning/Discussion • Worksheets: <ul style="list-style-type: none"> ○ California • Teacher Observation
Week of 11/12 - 11/16	California Geology 9. The geology of California underlies the state's wealth of natural resources as well as its natural hazards. As a basis for understanding this concept: c. Students know the importance of water to society, the origins of California 's fresh water, and the relationship between supply and need. d. Students know how to analyze published geologic hazard maps of California and know how to use the map's information to identify evidence of geologic events of the past and predict geologic changes in the future.	11/12 Veteran's Day <ul style="list-style-type: none"> • Text <ul style="list-style-type: none"> ○ Chapter 25 ○ Page 654 • Student Notebook • Teacher generated worksheets ACE # 3 Analysis Thanksgiving Holiday 11/19-11/23	<u>Interim Assessment</u> <ul style="list-style-type: none"> • ACE #3 <u>Formative Assessment</u> <ul style="list-style-type: none"> • Bell Work • Questioning/Discussion • Worksheets: <ul style="list-style-type: none"> ○ California • Teacher Observation

Wasco High School

Course: Earth Science

2012-2013 Pacing Guide

Text: Earth Science: Geology, the Environment, and the Universe(California Edition), Glencoe Science, McGraw Hill 2007

Lab Manual: Earth Science: Geology, the Environment, and the Universe (California Edition), Glencoe Science, McGraw Hill 2007

Week of 11/26 - 11/30	<p>California Geology</p> <p>9. The geology of California underlies the state's wealth of natural resources as well as its natural hazards. As a basis for understanding this concept:</p> <p>c. Students know the importance of water to society, the origins of California 's fresh water, and the relationship between supply and need.</p> <p>d. Students know how to analyze published geologic hazard maps of California and know how to use the map's information to identify evidence of geologic events of the past and predict geologic changes in the future.</p> <p>Thanksgiving Holiday</p>	<ul style="list-style-type: none"> • Text <ul style="list-style-type: none"> ○ Chapter 25 ○ Page 654 ○ Reference Ch 7-10 (CA standard 9d) • Student Notebook • Teacher generated worksheets • Lab Materials 	<p><u>Formative Assessment</u></p> <ul style="list-style-type: none"> • Bell Work • Questioning/Discussion • Worksheets: <ul style="list-style-type: none"> ○ California • Lab • Teacher Observation <p><u>Summative Assessment</u></p> <ul style="list-style-type: none"> • Unit Quiz
Week of 12/3 - 12/7	<p>Energy in the Earth System</p> <p>5. Heating of Earth's surface and atmosphere by the sun drives convection within the atmosphere and oceans, producing winds and ocean currents. As a basis for understanding this concept:</p> <p>a. Students know how differential heating of Earth results in circulation patterns in the atmosphere and oceans that globally distribute the heat.</p> <p>b. Students know the relationship between the rotation of Earth and the circular motions of ocean currents and air in pressure centers.</p>	<ul style="list-style-type: none"> • Text <ul style="list-style-type: none"> ○ Chapter 15 ○ Page 384 • Student Notebook • Teacher generated worksheets 	<p><u>Formative Assessment</u></p> <ul style="list-style-type: none"> • Bell Work • Questioning/Discussion • Worksheets: <ul style="list-style-type: none"> ○ Ocean • Teacher Observation

Wasco High School

Course: Earth Science	2012-2013 Pacing Guide
------------------------------	-------------------------------

Text: Earth Science: Geology, the Environment, and the Universe(California Edition), Glencoe Science, McGraw Hill 2007

Lab Manual: Earth Science: Geology, the Environment, and the Universe (California Edition), Glencoe Science, McGraw Hill 2007

Week of 12/10 - 12/14	<p>Energy in the Earth System</p> <p>5. Heating of Earth's surface and atmosphere by the sun drives convection within the atmosphere and oceans, producing winds and ocean currents. As a basis for understanding this concept:</p> <p>d. Students know properties of ocean water, such as temperature and salinity, can be used to explain the layered structure of the oceans, the generation of horizontal and vertical ocean currents, and the geographic distribution of marine organisms.</p>	<ul style="list-style-type: none"> • Text <ul style="list-style-type: none"> ○ Chapter 15 &16 ○ Pages 384 & 412 • Student Notebook • Teacher generated worksheets • Lab Materials 	<p><u>Formative Assessment</u></p> <ul style="list-style-type: none"> • Bell Work • Grouping • Questioning/Discussion • Lab <ul style="list-style-type: none"> ○ Tidal Cycles • Teacher Observation
Week of 12/17 - 12/21	<p>Energy in the Earth System</p> <p>6. Climate is the long-term average of a region's weather and depends on many factors. As a basis for understanding this concept:</p> <p>b. Students know the effects on climate of latitude, elevation, topography, and proximity to large bodies of water and cold or warm ocean currents.</p>	<ul style="list-style-type: none"> • Text <ul style="list-style-type: none"> ○ Chapter 15 &16 ○ Pages 384 & 412 • Student Notebook • Teacher generated worksheets <p style="text-align: center; margin-top: 20px;">FINALS</p> <p style="text-align: center;">END OF 1ST SEMESTER</p>	<p><u>Formative Assessment</u></p> <ul style="list-style-type: none"> • Bell Work • Grouping • Questioning/Discussion • Worksheets: <ul style="list-style-type: none"> ○ Semester Review • Teacher Observation <p><u>Summative Assessment</u> First Semester Final Exam</p> <p style="text-align: center; margin-top: 20px;">Last week of 2nd quarter</p>

Wasco High School

Course: Earth Science	2012-2013 Pacing Guide
------------------------------	-------------------------------

Text: Earth Science: Geology, the Environment, and the Universe(California Edition), Glencoe Science, McGraw Hill 2007

Lab Manual: Earth Science: Geology, the Environment, and the Universe (California Edition), Glencoe Science, McGraw Hill 2007

Week of 12/24 - 12/28	Winter Break- No School		
Week of 12/30 - 1/4	Winter Break- No School		
Week of 1/7- 1/11	<p>Energy in the Earth System</p> <p>4. Energy enters the Earth system primarily as solar radiation and eventually escapes as heat. As a basis for understanding this concept:</p> <p>b. Students know the fate of incoming solar radiation in terms of reflection, absorption, and photosynthesis.</p> <p>6. Climate is the long-term average of a region's weather and depends on many factors. As a basis for understanding this concept:</p> <p>a. Students know weather (in the short run) and climate (in the long run) involve the transfer of energy into and out of the atmosphere.</p>	<ul style="list-style-type: none"> • Text <ul style="list-style-type: none"> ○ Chapter 11 ○ Page 270 • Student Notebook • Teacher generated worksheets 	<p><u>Formative Assessment</u></p> <ul style="list-style-type: none"> • Bell Work • Questioning/Discussion • Worksheets: <ul style="list-style-type: none"> ○ Atmosphere • Teacher Observation

Wasco High School

Course: Earth Science

2012-2013 Pacing Guide

Text: Earth Science: Geology, the Environment, and the Universe(California Edition), Glencoe Science, McGraw Hill 2007

Lab Manual: Earth Science: Geology, the Environment, and the Universe (California Edition), Glencoe Science, McGraw Hill 2007

Week of 1/14 - 1/18	<p>Structure and Composition of the Atmosphere</p> <p>8. Life has changed Earth's atmosphere, and changes in the atmosphere affect conditions for life. As a basis for understanding this concept:</p> <p>a. Students know the thermal structure and chemical composition of the atmosphere.</p> <p>c. Students know the location of the ozone layer in the upper atmosphere, its role in absorbing ultraviolet radiation, and the way in which this layer varies both naturally and in response to human activities.</p>	<ul style="list-style-type: none"> • Text <ul style="list-style-type: none"> ○ Chapter 11 ○ Page 270 • Student Notebook • Teacher generated worksheets • Lab Materials 	<p><u>Formative Assessment</u></p> <ul style="list-style-type: none"> • Bell Work • Questioning/Discussion • Worksheets: <ul style="list-style-type: none"> ○ Atmosphere • Teacher Observation • Lab <p><u>Summative Assessment</u></p> <ul style="list-style-type: none"> • Unit Quiz
Week of 1/21 - 1/25	<p>Energy in the Earth System</p> <p>5. Heating of Earth's surface and atmosphere by the sun drives convection within the atmosphere and oceans, producing winds and ocean currents. As a basis for understanding this concept:</p> <p>a. Students know how differential heating of Earth results in circulation patterns in the atmosphere and oceans that globally distribute the heat.</p> <p>b. Students know the relationship between the rotation of Earth and the circular motions of ocean currents and air in pressure centers.</p> <p>e. Students know rain forests and deserts on Earth are distributed in bands at specific latitudes.</p>	<p>1/21 MLK Holiday</p> <ul style="list-style-type: none"> • Text <ul style="list-style-type: none"> ○ Chapter 12 ○ Page 298 • Student Notebook • Teacher generated worksheets 	<p><u>Formative Assessment</u></p> <ul style="list-style-type: none"> • Bell Work • Questioning/Discussion • Worksheets: <ul style="list-style-type: none"> ○ Air Pressure & Wind • Teacher Observation <p>Summative Assessment</p>

Wasco High School

Course: Earth Science	2012-2013 Pacing Guide
------------------------------	-------------------------------

Text: Earth Science: Geology, the Environment, and the Universe(California Edition), Glencoe Science, McGraw Hill 2007

Lab Manual: Earth Science: Geology, the Environment, and the Universe (California Edition), Glencoe Science, McGraw Hill 2007

Week of 1/28 – 2/1	<p>Energy in the Earth System</p> <p>5. Heating of Earth's surface and atmosphere by the sun drives convection within the atmosphere and oceans, producing winds and ocean currents. As a basis for understanding this concept:</p> <p>f. Students know the interaction of wind patterns, ocean currents, and mountain ranges results in the global pattern of latitudinal bands of rain forests and deserts.</p> <p>g. Students know features of the ENSO (El Niño southern oscillation) cycle in terms of sea-surface and air temperature variations across the Pacific and some climatic results of this cycle.</p>	<p style="text-align: center;">ACE #4 2/28-3/1</p> <ul style="list-style-type: none"> • Text <ul style="list-style-type: none"> ○ Chapter 12 ○ Page 298 • Student Notebook • Teacher generated worksheets 	<p><u>Interim Assessment</u></p> <ul style="list-style-type: none"> • ACE #4 <p><u>Formative Assessment</u></p> <ul style="list-style-type: none"> • Bell Work • Grouping • Questioning/Discussion • Worksheets: <ul style="list-style-type: none"> ○ Air Pressure & Wind • Teacher Observation
Week of 2/4 - 2/8	<p>6. Climate is the long-term average of a region's weather and depends on many factors. As a basis for understanding this concept:</p> <p>b. Students know the effects on climate of latitude, elevation, topography, and proximity to large bodies of water and cold or warm ocean currents.</p>	<p style="text-align: center;">ACE#4 Analysis</p> <ul style="list-style-type: none"> • Text <ul style="list-style-type: none"> ○ Chapter 13 ○ Page 328 • Student Notebook • Teacher generated worksheets • Lab Materials 	<p><u>Formative Assessment</u></p> <ul style="list-style-type: none"> • Bell Work • Graphic Organizers • Questioning/Discussion • Worksheets: <ul style="list-style-type: none"> ○ Air Pressure & Wind • Teacher Observation <p><u>Summative Assessment</u></p> <ul style="list-style-type: none"> • Unit Quiz

Wasco High School

Course: Earth Science

2012-2013 Pacing Guide

Text: Earth Science: Geology, the Environment, and the Universe(California Edition), Glencoe Science, McGraw Hill 2007

Lab Manual: Earth Science: Geology, the Environment, and the Universe (California Edition), Glencoe Science, McGraw Hill 2007

<p>Week of 2/11 - 2/15</p>	<p>Energy in the Earth System</p> <p>4. Energy enters the Earth system primarily as solar radiation and eventually escapes as heat. As a basis for understanding this concept:</p> <p>c. Students know the different atmospheric gases that absorb the Earth's thermal radiation and the mechanism and significance of the greenhouse effect.</p> <p>5. Heating of Earth's surface and atmosphere by the sun drives convection within the atmosphere and oceans, producing winds and ocean currents. As a basis for understanding this concept:</p> <p>e. Students know rain forests and deserts on Earth are distributed in bands at specific latitudes.</p> <p>6. Climate is the long-term average of a region's weather and depends on many factors. As a basis for understanding this concept:</p> <p>a. Students know weather (in the short run) and climate (in the long run) involve the transfer of energy into and out of the atmosphere.</p>	<ul style="list-style-type: none"> • Text <ul style="list-style-type: none"> ○ Chapter 14 ○ Page 358 • Student Notebook • Teacher generated worksheets <p style="text-align: center;">2/11 Lincoln Holiday</p>	<p><u>Formative Assessment</u></p> <ul style="list-style-type: none"> • Bell Work • Questioning/Discussion • Worksheets: <ul style="list-style-type: none"> ○ Climate • Teacher Observation
--------------------------------	---	--	--

Wasco High School

Course: Earth Science

2012-2013 Pacing Guide

Text: Earth Science: Geology, the Environment, and the Universe(California Edition), Glencoe Science, McGraw Hill 2007

Lab Manual: Earth Science: Geology, the Environment, and the Universe (California Edition), Glencoe Science, McGraw Hill 2007

Week of 2/18 - 2/22	<p>Energy in the Earth System</p> <p>6. Climate is the long-term average of a region's weather and depends on many factors. As a basis for understanding this concept:</p> <p>b. Students know the effects on climate of latitude, elevation, topography, and proximity to large bodies of water and cold or warm ocean currents.</p> <p>c. Students know how Earth's climate has changed over time, corresponding to changes in Earth's geography, atmospheric composition, and other factors, such as solar radiation and plate movement.</p> <p>d. Students know how computer models are used to predict the effects of the increase in greenhouse gases on climate for the planet as a whole and for specific regions.</p>	<ul style="list-style-type: none"> • Text <ul style="list-style-type: none"> ○ Chapter 14 ○ Page 358 • Student Notebook • Teacher generated worksheets <p style="text-align: center;">2/18 President's Day</p>	<p><u>Formative Assessment</u></p> <ul style="list-style-type: none"> • Bell Work • Individual White Boards • Questioning/Discussion • Worksheets: <ul style="list-style-type: none"> ○ Climate • Teacher Observation <p><u>Summative Assessment</u></p> <ul style="list-style-type: none"> • Unit Quiz
--------------------------------------	---	--	---

Wasco High School

Course: Earth Science

2012-2013 Pacing Guide

Text: Earth Science: Geology, the Environment, and the Universe(California Edition), Glencoe Science, McGraw Hill 2007

Lab Manual: Earth Science: Geology, the Environment, and the Universe (California Edition), Glencoe Science, McGraw Hill 2007

<p>Week of 2/25 – 3/1</p>	<p>Earth's Place in the Universe 1. Dynamic earth, astronomy and planetary exploration reveal the solar system's structure, scale, and change over time. As a basis for understanding this concept: d. Students know the evidence indicating that the planets are much closer to Earth than the stars are. Investigation and Experimentation 1. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other four strands, students should develop their own questions and perform investigations. Students will: n. Know that when an observation does not agree with an accepted scientific theory, the observation is sometimes mistaken or fraudulent (e.g., the Piltdown Man fossil or unidentified flying objects) and that the theory is sometimes wrong (e.g., the Ptolemaic model of the movement of the Sun, Moon, and planets).</p>	<p>ACE#5 (2/25-3/1)</p> <ul style="list-style-type: none"> • Text <ul style="list-style-type: none"> ○ Chapter 28 ○ Page 746 • Student Notebook • Teacher generated worksheets 	<p><u>Formative Assessment</u></p> <ul style="list-style-type: none"> • ACE 5 • Bell Work • Questioning/Discussion • Worksheets: <ul style="list-style-type: none"> ○ Astronomy • Teacher Observation
-------------------------------	--	---	---

Wasco High School

Course: Earth Science

2012-2013 Pacing Guide

Text: Earth Science: Geology, the Environment, and the Universe(California Edition), Glencoe Science, McGraw Hill 2007

Lab Manual: Earth Science: Geology, the Environment, and the Universe (California Edition), Glencoe Science, McGraw Hill 2007

<p>Week of 3/4 - 3/8</p>	<p>Earth's Place in the Universe 1. Dynamic earth, astronomy and planetary exploration reveal the solar system's structure, scale, and change over time. As a basis for understanding this concept: d. Students know the evidence indicating that the planets are much closer to Earth than the stars are. Investigation and Experimentation 1. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other four strands, students should develop their own questions and perform investigations. Students will: n. Know that when an observation does not agree with an accepted scientific theory, the observation is sometimes mistaken or fraudulent (e.g., the Piltdown Man fossil or unidentified flying objects) and that the theory is sometimes wrong (e.g., the Ptolemaic model of the movement of the Sun, Moon, and planets).</p>	<p>ACE#5 Analysis</p> <ul style="list-style-type: none"> • Text <ul style="list-style-type: none"> ○ Chapter 28 ○ Page 746 • Student Notebook • Teacher generated worksheets <p>END OF 3RD Quarter</p>	<p><u>Interim Assessment</u></p> <ul style="list-style-type: none"> • ACE #5 <p><u>Formative Assessment</u></p> <ul style="list-style-type: none"> • Bell Work • Individual White Boards • Questioning/Discussion • Worksheets: <ul style="list-style-type: none"> ○ Astronomy • Teacher Observation <p>Last week of the 3rd quarter</p>
------------------------------	--	---	---

Wasco High School

Course: Earth Science

2012-2013 Pacing Guide

Text: Earth Science: Geology, the Environment, and the Universe(California Edition), Glencoe Science, McGraw Hill 2007

Lab Manual: Earth Science: Geology, the Environment, and the Universe (California Edition), Glencoe Science, McGraw Hill 2007

Week of 3/11 - 3/15	Earth's Place in the Universe 1. Dynamic earth, astronomy and planetary exploration reveal the solar system's structure, scale, and change over time. As a basis for understanding this concept: f. Students know the evidence for the dramatic effects that asteroid impacts have had in shaping the surface of planets and their moons and in mass extinctions of life on Earth.	<ul style="list-style-type: none"> • Text <ul style="list-style-type: none"> ○ Chapter 28 ○ Page 746 • Student Notebook • Teacher generated worksheets • Lab Materials 	<p><u>Formative Assessment</u></p> <ul style="list-style-type: none"> • Bell Work • Questioning/Discussion • Worksheets: <ul style="list-style-type: none"> ○ Astronomy • Lab • Teacher Observation <p><u>Summative Assessment</u></p> <ul style="list-style-type: none"> • Unit Quiz
Week of 3/18 - 3/122	Earth's Place in the Universe 1. Dynamic earth, astronomy and planetary exploration reveal the solar system's structure, scale, and change over time. As a basis for understanding this concept: a. Students know how the differences and similarities among the sun, the terrestrial planets, and the gas planets may have been established during the formation of the solar system. b. Students know the evidence from Earth and moon rocks indicates that the solar system was formed from a nebular cloud of dust and gas approximately 4.6 billion years ago.	<ul style="list-style-type: none"> • Text <ul style="list-style-type: none"> ○ Chapter 29 ○ Page 774 • Student Notebook • Teacher generated worksheets <p style="text-align: center;">SPRING BREAK 3/25-4/1</p>	<p><u>Formative Assessment</u></p> <ul style="list-style-type: none"> • Bell Work • Questioning/Discussion • Worksheets: <ul style="list-style-type: none"> ○ Solar System • Teacher Observation

Wasco High School

Course: Earth Science

2012-2013 Pacing Guide

Text: Earth Science: Geology, the Environment, and the Universe(California Edition), Glencoe Science, McGraw Hill 2007

Lab Manual: Earth Science: Geology, the Environment, and the Universe (California Edition), Glencoe Science, McGraw Hill 2007

Week of 4/1 – 4/5	Earth's Place in the Universe 1. Dynamic earth, astronomy and planetary exploration reveal the solar system's structure, scale, and change over time. As a basis for understanding this concept: f. Students know the evidence for the dramatic effects that asteroid impacts have had in shaping the surface of planets and their moons and in mass extinctions of life on Earth.	<ul style="list-style-type: none"> • Text <ul style="list-style-type: none"> ○ Chapter 30 ○ Page 804 • Student Notebook • Teacher generated worksheets 	<u>Formative Assessment</u> <ul style="list-style-type: none"> • Bell Work • Graphic Organizers • Questioning/Discussion • Worksheets: <ul style="list-style-type: none"> ○ Solar System • Teacher Observation
Week of 4/8 – 4/12	Energy in the Earth System 4. Energy enters the Earth system primarily as solar radiation and eventually escapes as heat. As a basis for understanding this concept: d. Students know the differing greenhouse conditions on Earth, Mars, and Venus; the origins of those conditions; and the climatic consequences of each.	<ul style="list-style-type: none"> • Text <ul style="list-style-type: none"> ○ Chapter 31 ○ Page 832 • Student Notebook • Teacher generated worksheets • Lab Materials <p style="text-align: center;">Progress Report 4/12</p>	<u>Formative Assessment</u> <ul style="list-style-type: none"> • Bell Work • Exit Slips • Questioning/Discussion • Worksheets: <ul style="list-style-type: none"> ○ Solar System • Lab • Teacher Observation <u>Summative Assessment</u> <ul style="list-style-type: none"> • Unit Quiz

Wasco High School

Course: Earth Science

2012-2013 Pacing Guide

Text: Earth Science: Geology, the Environment, and the Universe(California Edition), Glencoe Science, McGraw Hill 2007

Lab Manual: Earth Science: Geology, the Environment, and the Universe (California Edition), Glencoe Science, McGraw Hill 2007

Week of 4/15 - 4/19	Review: Earth Science CST	<ul style="list-style-type: none"> • Text • Student Notebook • Teacher generated worksheets <p style="text-align: center;">CST 10th LIFE SCIENCE</p>	<p><u>Formative Assessment</u></p> <ul style="list-style-type: none"> • Bell Work • Individual White Boards • Interactive Games • Questioning/Discussion • Worksheets: <ul style="list-style-type: none"> ○ Year Review ○ CST Released Questions • Teacher Observation <p>10th grade Life Science CST</p>
Week of 4/22 - 4/26	Review: Earth Science CST	<ul style="list-style-type: none"> • Text • Student Notebook • Teacher generated worksheets <p style="text-align: center;">CST ELA/MATH</p>	<p><u>Formative Assessment</u></p> <ul style="list-style-type: none"> • Bell Work • Individual White Boards • Interactive Games • Questioning/Discussion • Worksheets: <ul style="list-style-type: none"> ○ Year Review ○ CST Released Questions • Teacher Observation

Wasco High School

Course: Earth Science

2012-2013 Pacing Guide

Text: Earth Science: Geology, the Environment, and the Universe(California Edition), Glencoe Science, McGraw Hill 2007

Lab Manual: Earth Science: Geology, the Environment, and the Universe (California Edition), Glencoe Science, McGraw Hill 2007

Week of 4/29 – 5/3	Energy in the Earth System 4. Energy enters the Earth system primarily as solar radiation and eventually escapes as heat. As a basis for understanding this concept: d. Students know the differing greenhouse conditions on Earth, Mars, and Venus; the origins of those conditions; and the climatic consequences of each.	<ul style="list-style-type: none"> • Text • Student Notebook • Teacher generated worksheets <p style="text-align: center;">CST SCIENCE/SOCIAL SCIENCE</p>	<p><u>Formative Assessment</u></p> <ul style="list-style-type: none"> • Bell Work • Individual White Boards • Interactive Games • Questioning/Discussion • Worksheets: <ul style="list-style-type: none"> ○ Year Review ○ CST Released Questions • Teacher Observation <p><u>Summative Assessment</u></p> <ul style="list-style-type: none"> • Earth Science CST
Week of 5/6 - 5/10	Energy in the Earth System 4. Energy enters the Earth system primarily as solar radiation and eventually escapes as heat. As a basis for understanding this concept: d. Students know the differing greenhouse conditions on Earth, Mars, and Venus; the origins of those conditions; and the climatic consequences of each.	<ul style="list-style-type: none"> • Text • Student Notebook • Teacher generated worksheets 	<p><u>Formative Assessment</u></p> <ul style="list-style-type: none"> • Bell Work • Questioning/Discussion • Teacher Observation

Wasco High School

Course: Earth Science

2012-2013 Pacing Guide

Text: Earth Science: Geology, the Environment, and the Universe(California Edition), Glencoe Science, McGraw Hill 2007

Lab Manual: Earth Science: Geology, the Environment, and the Universe (California Edition), Glencoe Science, McGraw Hill 2007

Week of 5/13 - 5/17	Energy in the Earth System 4. Energy enters the Earth system primarily as solar radiation and eventually escapes as heat. As a basis for understanding this concept: d. Students know the differing greenhouse conditions on Earth, Mars, and Venus; the origins of those conditions; and the climatic consequences of each.	<ul style="list-style-type: none"> • Text • Student Notebook • Teacher generated worksheets 	<p><u>Formative Assessment</u></p> <ul style="list-style-type: none"> • Bell Work • Questioning/Discussion • Teacher Observation <p>AP Testing</p>
Week of 5/20- 5/24	Review: Second Semester Final Exam	<ul style="list-style-type: none"> • Text • Student Notebook • Teacher generated worksheets 	<p><u>Formative Assessment</u></p> <ul style="list-style-type: none"> • Bell Work • Interactive Games • Questioning/Discussion • Worksheets: <ul style="list-style-type: none"> ○ Semester Review ○ CST Released Questions • Teacher Observation <p>AP Testing</p>

Wasco High School

Course: Earth Science

2012-2013 Pacing Guide

Text: Earth Science: Geology, the Environment, and the Universe(California Edition), Glencoe Science, McGraw Hill 2007

Lab Manual: Earth Science: Geology, the Environment, and the Universe (California Edition), Glencoe Science, McGraw Hill 2007

Week of 5/27 - 5/30	Review: Second Semester Final Exam FINALS	FINALS Memorial Day 5/27 End of 2ND SEMEMSTER	<p><u>Formative Assessment</u></p> <ul style="list-style-type: none"> • Bell Work • Interactive Games • Questioning/Discussion • Worksheets: <ul style="list-style-type: none"> ○ Semester Review ○ CST Released Questions • Teacher Observation <p><u>Summative Assessment</u> Second Semester Final Exam</p> <p>Last week of the 2nd Semester</p>
--------------------------------	---	---	---