

EARTH'S PLACE IN SPACE

Our COSMIC neighborhood...

1 SUN → Medium-size STAR at the center of OUR Solar System

2 EARTH → Rotation (spin in place) 24 HOURS - DAY/NIGHT
→ Revolution (orbit/go around) 365 1/4 Days - SEASONS

3 MOON → Earth's only NATURAL SATELLITE, orbits ~1x a month (Phases)

There is only

ONE

STAR

in OUR solar system.

It is the **SUN!**

Asteroid Belt



As the stars you see in the night sky are OUTSIDE OUR SOLAR SYSTEM

Earth is the 3rd planet orbiting the **SUN**

DOODLE NOTES

one of **100 BILLION** stars in the **MILKY WAY**

GALAXY

A galaxy is a massive island of stars in space.

- * Held together by Gravity!
- * Spiral, Elliptical or Irregular shaped
- * MASSIVE BLACK HOLES at the center

- * ONE Star (The SUN)
- * Planets
- * Asteroids
- * Moons
- * Comets



THINK: millions of planets in the 2

UNIVERSE

- * ALL other stars in space!!!
- * Black Holes
- * Galaxies
- * Clusters of Galaxies

There are **ALL OF SPACE** including all its contents

- * Stars
- * Empty space
- * Planets
- * Dust
- * Galaxies
- * Energy

Based on Brain Research and
LOVED by Students!

Astronomy Notes For Middle School

Michael Hoelscher



Astronomy Notes For Middle School:

Teaching and Learning Astronomy Jay Pasachoff, John Percy, 2005-12-15 Astronomy is taught in schools worldwide but few schoolteachers have any background in astronomy or astronomy teaching and available resources may be insufficient or non-existent. This volume highlights the many places for astronomy in the curriculum, relevant education research and best practice strategies for pre-service and in-service teacher education, the use of the Internet and other technologies and the role that planetariums, observatories, science centres and organisations of professional and amateur astronomers can play. The special needs of developing countries and other under-resourced areas are also highlighted. The book concludes by addressing how the teaching and learning of astronomy can be improved worldwide. This valuable overview is based on papers and posters presented by experts at a Special Session of the International Astronomical Union. *Resources in Education*, 2000

Improving Math and Science Education So that No Child is Left Behind United States Congress, House, Committee on Science, 2001

Science Education at the Nexus of Theory and Practice, 2008-01-01 This book is a compilation of papers from the inaugural International Science Education Conference held at the National Institute of Education, Singapore. The title *Science Education at the Nexus of Theory and Practice* reflects a pressing yet ongoing concern worldwide to integrate theory and practice in science education and the reader will find something of interest to both science education practitioners and researchers. The editors have decided to engage in written dialogue before each of the three sections to enrich the experience. Divided into three key sections: A Concepts, conceptual change and science learning; B science teacher development and learning; and C access to science, accessible science. The 19 chapters will engender food for thought and in all likelihood transform classroom practices. All the contributors here provide important insights into the diverse education systems, cultural backgrounds and societal norms through which science education can be realized.

Resources for Teaching Middle School Science Smithsonian Institution, National Academy of Engineering, National Science Resources Center of the National Academy of Sciences, Institute of Medicine, 1998-04-30 With age-appropriate inquiry-centered curriculum materials and sound teaching practices, middle school science can capture the interest and energy of adolescent students and expand their understanding of the world around them. *Resources for Teaching Middle School Science*, developed by the National Science Resources Center (NSRC), is a valuable tool for identifying and selecting effective science curriculum materials that will engage students in grades 6 through 8. The volume describes more than 400 curriculum titles that are aligned with the National Science Education Standards. This completely new guide follows on the success of *Resources for Teaching Elementary School Science*, the first in the NSRC series of annotated guides to hands-on inquiry-centered curriculum materials and other resources for science teachers. The curriculum materials in the new guide are grouped in five chapters by scientific area: Physical Science, Life Science, Environmental Science, Earth and Space Science, and Multidisciplinary and Applied Science. They are also grouped by type: core materials, supplementary units, and science

activity books Each annotation of curriculum material includes a recommended grade level a description of the activities involved and of what students can be expected to learn a list of accompanying materials a reading level and ordering information The curriculum materials included in this book were selected by panels of teachers and scientists using evaluation criteria developed for the guide The criteria reflect and incorporate goals and principles of the National Science Education Standards The annotations designate the specific content standards on which these curriculum pieces focus In addition to the curriculum chapters the guide contains six chapters of diverse resources that are directly relevant to middle school science Among these is a chapter on educational software and multimedia programs chapters on books about science and teaching directories and guides to science trade books and periodicals for teachers and students Another section features institutional resources One chapter lists about 600 science centers museums and zoos where teachers can take middle school students for interactive science experiences Another chapter describes nearly 140 professional associations and U S government agencies that offer resources and assistance Authoritative extensive and thoroughly indexed and the only guide of its kind Resources for Teaching Middle School Science will be the most used book on the shelf for science teachers school administrators teacher trainers science curriculum specialists advocates of hands on science teaching and concerned parents

Uncovering Student Ideas in Astronomy Page Keeley, Cary Ivan Sneider, 2012 What do your students know or think they know about what causes night and day why days are shorter in winter and how to tell a planet from a star Find out with this book on astronomy the latest in NSTA s popular Uncovering Student Ideas in Science series The 45 astronomy probes provide situations that will pique your students interest while helping you understand how your students think about key ideas related to the universe and how it operates The book is organized into five sections the Nature of Planet Earth the Sun Earth System Modeling the Moon Dynamic Solar System and Stars Galaxies and the Universe As the authors note it s not always easy to help students untangle mistaken ideas Using this powerful set of tools to identify students preconceptions is an excellent first step to helping your students achieve scientific understanding

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