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# Ohio 12 Environmental / Earth and Space Science

**FREE PREVIEW**

Full-Year Teacher Planner, Blank Editable Planner & School-Submission Binder

This preview shows the real structure and a genuine sample of the completed planner. The full product contains 9 units, 36 weekly plans and 180 daily plans, plus blank editable versions of every form.

|                  |                                                                        |
|------------------|------------------------------------------------------------------------|
| State            | Ohio                                                                   |
| Grade            | 12 (High)                                                              |
| Subject          | Environmental / Earth and Space Science                                |
| Course category  | Science                                                                |
| Standards family | Science                                                                |
| Framework        | Ohio's Learning Standards and Model Curriculum for Science (2018-2019) |
| Issuing agency   | Ohio Department of Education and Workforce                             |
| Scope            | 36 instructional weeks · 180 instructional days · 9 units              |

This is a statewide standards index, not a local course catalog. Course names, grade placement, electives, and graduation sequences vary by district.

## What you get

| Folder                  | Contents                                                                                          |
|-------------------------|---------------------------------------------------------------------------------------------------|
| 01 START HERE           | Read-me, contents, printing and digital instructions, standards verification guide, this preview  |
| 02 FILLED FULL YEAR     | Completed planner in colour and ink-friendly PDF, plus editable DOCX                              |
| 03 BLANK EDITABLE       | Blank planner in colour, ink-friendly and fillable PDF, plus editable DOCX                        |
| 04 ASSESSMENTS AND DATA | Baseline observation, quarterly rubrics, anecdotal forms, portfolio checklist                     |
| 05 SCHOOL SUBMISSION    | Submission covers, alignment summary, evidence checklist, observation, reflection, signature page |
| 06 LICENSE AND CREDITS  | Terms of use, credits and licences, copyright notice                                              |

The pages that follow are reproduced **exactly** as they appear in the full completed planner.

## Week 9 — What Moves Air and Water

### Unit 3: Weather, Climate and the Difference · Month 3 · Quarter 1 · Semester 1 · Instructional Days 41–45

|                    |                                                                                                     |
|--------------------|-----------------------------------------------------------------------------------------------------|
| Essential question | Why does weather happen at all?                                                                     |
| Standards          | <b>Weather -&gt; PG.M.5, PG.M.1, PG.M.2, PG.M.3</b> — 4 standards; full text in the standards table |
| Learning target    | "I can explain weather processes through energy transfer."                                          |
| Local dates        | _____ (enter your school dates)                                                                     |

#### Measurable objectives

- Students will obtain, evaluate, and communicate information about the role of energy transfer in wind, precipitation, cloud formation, and front formation.

#### Success criteria (student-friendly)

- "I explain wind as a consequence of pressure differences."
- "I explain cloud formation and precipitation."
- "I explain what happens at a front."

#### Academic vocabulary

insolation, convection, pressure gradient, latent heat, condensation, saturation, front, air mass

#### Materials and technology

- Supplied charts and data
- Notebooks
- Paper and pencil

#### Differentiation and supports

| Support area            | This week's plan                                                                                                                                                                                       |
|-------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Special education / IEP | Reduce group size; pair visual cue cards with all verbal directions; allow gesture or picture response in place of speech; pre-teach the week's target in a 1:1 warm-up.                               |
| Section 504             | Provide the child's documented accommodations throughout; permit movement breaks and alternative seating at any point in the sequence.                                                                 |
| Multilingual learners   | Introduce each vocabulary word with an object or image; accept home-language responses; send the vocabulary list home where a translation is available; pair with a peer who shares the home language. |
| Advanced / extension    | Ask the learner to teach the skill to a peer, extend the task, or record a demonstration for the class reference wall.                                                                                 |
| Intervention / reteach  | Reteach the target in a short small group using the same materials; split the day's check for understanding into two smaller steps.                                                                    |
| Enrichment              | Extend into an open-ended centre or project connected to the essential question.                                                                                                                       |

**Assessment and evidence**

Weather processes explained through energy transfer.

**Family communication**

Ask your child what actually makes wind blow.

## Day 41 — Uneven Heating Starts Everything

Week 9, Day 1 · Unit 3 · Standards: PG.M.5, PG.M.1, PG.M.2, PG.M.3

|                   |                                                                                                   |
|-------------------|---------------------------------------------------------------------------------------------------|
| Focus             | The root cause.                                                                                   |
| Learning target   | "I can explain weather processes through energy transfer."                                        |
| Vocabulary in use | insolation, convection, pressure gradient, latent heat, condensation, saturation, front, air mass |
| Local date        | _____                                                                                             |

### Learning sequence

Connect: energy transfer. Teach: that the whole of weather follows from the planet receiving more energy per unit area at low latitudes than high, which creates temperature differences, which create pressure differences, which drive motion - and that this single chain is worth stating because students otherwise learn weather as a list of phenomena. Try: shared construction of the chain. Apply: students state each link. Reflect: which link is the least obvious?

### Check for understanding

Student traces weather back to uneven heating through pressure differences.

### Differentiation in the moment

| If the learner...  | Then...                                                                   |
|--------------------|---------------------------------------------------------------------------|
| needs more support | Model the step again with guided support, then fade to a gesture cue.     |
| is ready for more  | Invite the learner to demonstrate for a peer or add a second example.     |
| is dysregulated    | Pause instruction, move to co-regulation, and return to the target later. |

### Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

### Teacher reflection (fictional example)

*Fictional Example — Customize and Verify Before School Submission.*

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

## Day 42 — Wind Is Air Moving Down a Gradient

Week 9, Day 2 · Unit 3 · Standards: PG.M.5, PG.M.1, PG.M.2, PG.M.3

|                   |                                                                                                   |
|-------------------|---------------------------------------------------------------------------------------------------|
| Focus             | The standard's first item.                                                                        |
| Learning target   | "I can explain weather processes through energy transfer."                                        |
| Vocabulary in use | insolation, convection, pressure gradient, latent heat, condensation, saturation, front, air mass |
| Local date        | _____                                                                                             |

### Learning sequence

Connect: pressure differences. Teach: that wind flows from high to low pressure, that the steeper the gradient the stronger the wind, and that the path is deflected rather than straight because the planet rotates - which is why weather systems circulate rather than simply filling in. Teach that reading a pressure chart is therefore reading a forecast. Try: shared reading of a supplied chart. Apply: students predict wind strength and direction from a second. Reflect: where on the chart is wind strongest?

### Check for understanding

Student predicts wind from a pressure chart.

### Differentiation in the moment

| If the learner...  | Then...                                                                   |
|--------------------|---------------------------------------------------------------------------|
| needs more support | Model the step again with guided support, then fade to a gesture cue.     |
| is ready for more  | Invite the learner to demonstrate for a peer or add a second example.     |
| is dysregulated    | Pause instruction, move to co-regulation, and return to the target later. |

### Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

### Teacher reflection (fictional example)

*Fictional Example — Customize and Verify Before School Submission.*

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

## Day 43 — Clouds and the Energy Nobody Sees

Week 9, Day 3 · Unit 3 · Standards: PG.M.5, PG.M.1, PG.M.2, PG.M.3

|                   |                                                                                                   |
|-------------------|---------------------------------------------------------------------------------------------------|
| Focus             | Latent heat.                                                                                      |
| Learning target   | "I can explain weather processes through energy transfer."                                        |
| Vocabulary in use | insolation, convection, pressure gradient, latent heat, condensation, saturation, front, air mass |
| Local date        | _____                                                                                             |

### Learning sequence

Connect: energy transfer. Teach: that air cools as it rises and expands, that cooling air reaches saturation and condenses, and that CONDENSATION RELEASES THE ENERGY ABSORBED IN EVAPORATION - which warms the surrounding air and drives further rise, so a cloud can power its own growth. Teach that latent heat is the hidden term in almost every weather explanation. Try: shared reasoning. Apply: students explain cloud growth using latent heat. Reflect: where did the energy come from originally?

### Check for understanding

Student explains cloud development using latent heat release.

### Differentiation in the moment

| If the learner...  | Then...                                                                   |
|--------------------|---------------------------------------------------------------------------|
| needs more support | Model the step again with guided support, then fade to a gesture cue.     |
| is ready for more  | Invite the learner to demonstrate for a peer or add a second example.     |
| is dysregulated    | Pause instruction, move to co-regulation, and return to the target later. |

### Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

### Teacher reflection (fictional example)

*Fictional Example — Customize and Verify Before School Submission.*

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

## Day 44 — Precipitation

Week 9, Day 4 · Unit 3 · Standards: PG.M.5, PG.M.1, PG.M.2, PG.M.3

|                   |                                                                                                   |
|-------------------|---------------------------------------------------------------------------------------------------|
| Focus             | From droplet to rain.                                                                             |
| Learning target   | "I can explain weather processes through energy transfer."                                        |
| Vocabulary in use | insolation, convection, pressure gradient, latent heat, condensation, saturation, front, air mass |
| Local date        | _____                                                                                             |

### Learning sequence

Connect: condensation. Teach: that condensation alone does not produce rain - droplets must grow far larger to fall - and the processes that achieve it, so that precipitation is a separate question from cloud formation. Teach why this matters: cloudy is not the same as raining, which students assume. Try: shared reasoning. Apply: students explain why a cloud may not precipitate. Reflect: what determines whether it does?

### Check for understanding

Student distinguishes cloud formation from precipitation.

### Differentiation in the moment

| If the learner...  | Then...                                                                   |
|--------------------|---------------------------------------------------------------------------|
| needs more support | Model the step again with guided support, then fade to a gesture cue.     |
| is ready for more  | Invite the learner to demonstrate for a peer or add a second example.     |
| is dysregulated    | Pause instruction, move to co-regulation, and return to the target later. |

### Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

### Teacher reflection (fictional example)

*Fictional Example — Customize and Verify Before School Submission.*

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

## Day 45 — Fronts

Week 9, Day 5 · Unit 3 · Standards: PG.M.5, PG.M.1, PG.M.2, PG.M.3

|                   |                                                                                                   |
|-------------------|---------------------------------------------------------------------------------------------------|
| Focus             | The standard's last item.                                                                         |
| Learning target   | "I can explain weather processes through energy transfer."                                        |
| Vocabulary in use | insolation, convection, pressure gradient, latent heat, condensation, saturation, front, air mass |
| Local date        | _____                                                                                             |

### Learning sequence

Connect: air masses with different properties. Teach: that a front is a boundary between air masses, that the weather it produces depends on which is advancing and how steeply it rises, and that the characteristic sequence of cloud and precipitation at each type follows from the geometry rather than being a list to memorise. Try: shared reasoning from a supplied cross-section. Apply: students predict the weather sequence at two fronts. Reflect: which produced the more intense weather, and why?

### Check for understanding

Student predicts a weather sequence from a front's geometry.

### Differentiation in the moment

| If the learner...  | Then...                                                                   |
|--------------------|---------------------------------------------------------------------------|
| needs more support | Model the step again with guided support, then fade to a gesture cue.     |
| is ready for more  | Invite the learner to demonstrate for a peer or add a second example.     |
| is dysregulated    | Pause instruction, move to co-regulation, and return to the target later. |

### Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

### Teacher reflection (fictional example)

*Fictional Example — Customize and Verify Before School Submission.*

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

## Important before you buy

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- This is a **digital download**. Nothing is shipped.
- The planner is **calendar-neutral**: Month 1–9, Week 1–36, Day 1–180, so it fits any school calendar. You add your own dates.
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## Source citation

Ohio Department of Education and Workforce. Ohio's Learning Standards and Model Curriculum for Science (2018-2019). Ohio writes its own science standards; these are NOT the Next Generation Science Standards and carry Ohio codes. K-8 codes are grade.strand.number across Earth and Space Science (ESS), Physical Science (PS) and Life Science (LS). High school is written as named course syllabi - Biology (B), Chemistry (C), Physics (P), Environmental Science (ENV), Physical Geology (PG), Physical Science (PS) and Anatomy and Physiology (AP) - so a high-school product cites its course rather than a band. The source document combines the standards with a model curriculum; only the content statements are reproduced here. Scope: course prefixes ENV/PG. Retrieved 2026-07-27 from <https://education.ohio.gov/Topics/Learning-in-Ohio/Science/Ohios-Learning-Standards-and-MC>