



**MASSACHUSETTS**

**Science and Technology/Engineering Curriculum Framework  
Grades 6–8**

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OBJECTIVES	PAGE REFERENCES		
	<i>Level Red</i>	<i>Level Green</i>	<i>Level Blue</i>
<b>Earth and Space Science</b>			
<b>Mapping the Earth</b>			
1. Recognize, interpret, and be able to create models of the earth's common physical features in various mapping representations, including contour maps.	SE: <i>Reference Handbooks</i> 722 Related figures and activities: 267, 295 <i>MiniLAB</i> 301 TWE: A 302	SE: <i>Launch LAB</i> 147 <i>Science Online</i> 170 TWE: CC 149, 162, 736 AC 150	SE: 190-191, 196-197, 211, 221-223, 227-229, 252 <i>Applying Science</i> 192 <i>National Geographic</i> 193 <i>Reference Handbooks</i> 767 <i>Use the Internet Lab</i> 200-201
<b>Earth's Structure</b>			
2. Describe the layers of the solid earth, including the lithosphere, the hot convecting mantle, and the dense metallic core.	SE: 289-291 <i>Integrate Chemistry</i> 290 TWE: CC 289 DI 291 VL 291	*Discussion of magma and crustal plates can lead into discussion of Earth's layers. SE: *62-63, 162 TWE: CC 162	SE: 190, 195, 197, 211-212, 230-231, 252, 254-255 <i>Lab</i> 256 <i>National Geographic</i> 253 TWE: FYI 197
<b>Heat Transfer in the Earth's System</b>			
3. Differentiate among radiation, conduction, and convection, the three mechanisms by which heat is transferred through the earth's system.	SE: 174, 348-349 TWE: D 174	SE: 99-100, 161 <i>MiniLAB</i> 101 <i>Lab: Design Your Own</i> 108-109 TWE: TTPK 99 TFYI 100	SE: 125, 127, 195, 231, 310, 613-615 TWE: DIN 615 LD 616 ML 195 UA 231

OBJECTIVES	PAGE REFERENCES		
	Level Red	Level Green	Level Blue
4. Explain the relationship among the energy provided by the sun, the global patterns of atmospheric movement, and the temperature differences among water, land, and atmosphere.	SE: 174, 349, 353-355 TWE: CD 353 LD 354 TFYI 354 DI 361	SE: 99-102, 103-105, 106-107 <i>Science Online</i> 104 <i>National Geographic</i> 105 <i>Reading Check</i> 107 TWE: IM 104 RC 107	SE: 126-127, 130-131 <i>Integrate Earth Science</i> 128 <i>Science and Society</i> 626 TWE: DIN 127 IM 131
<b>Earth's History</b>			
5. Describe how the movement of the earth's crustal plates causes both slow changes in the earth's surface (e.g., formation of mountains and ocean basins) and rapid ones (e.g., volcanic eruptions and earthquakes).	SE: 292-297 <i>National Geographic</i> 294 <i>MiniLAB</i> 295 <i>LAB</i> 298 TWE: QD 292 A 293, 294 D 296	SE: 62, 162, 592-593 <i>Launch LAB</i> 593 TWE: TTPK 62 CC 162 ATP 592	SE: 182-185, 186-188, 196-197, 219-224, 226-231, 285 <i>National Geographic</i> 193 TWE: CC 197 D 188 LD 192
6. Describe and give examples of ways in which the earth's surface is built up and torn down by natural processes, including deposition of sediments, rock formation, erosion, and weathering.	SE: 299-305, 316-319, 323-331 <i>MiniLAB</i> 301, 319 <i>Applying Science</i> 304 <i>LAB</i> 306-307, 332-333 <i>National Geographic</i> 324 TWE: QD 300 DI 304 IL 317 MM 327	SE: 59, 61, 67-68, 71-77 <i>National Geographic</i> 60 TWE: ATP 56 TFYI 61	SE: 221-223, 250-252, 254-255, 285, 292 <i>National Geographic</i> 253 <i>Use the Internet Lab</i> 294-295 TWE: D 252, 285
7. Explain and give examples of how physical evidence, such as fossils and surface features of glaciation, supports theories that the earth has evolved over geologic time.	SE: 269-271, 272-276, 326-327 <i>National Geographic</i> 268 <i>MiniLAB</i> 270 <i>LAB</i> 277 TWE: D 273, 327 QD 274 MM 327	SE: 75, 160, 343-345, 347 <i>National Geographic</i> 346 TWE: TFYI 75 IM 160 AC 346 DIF 346	SE: 182-184, 188, 248-249, 252, 280-286 <i>Integrate Physics</i> 187 <i>Lab</i> 189, 256 <i>Model and Invent Lab</i> 262-263 <i>National Geographic</i> 253

OBJECTIVES	PAGE REFERENCES		
	Level Red	Level Green	Level Blue
<b>The Earth in the Solar System</b>			
8. Recognize that gravity is a force that pulls all things on and near the earth toward the center of the earth. Gravity plays a major role in the formation of the planets, stars, and solar system and in determining their motions.	SE: 323-325 <i>Launch LAB 5</i> <i>National Geographic 324</i>	SE: 179, 201 <i>National Geographic 191</i> TWE: TFYI 186 VHMF 191	SE: 337-338, 343, 349-350, 384, 557 <i>MiniLAB 345</i> <i>National Geographic 339</i> TWE: CC 557 FF 166, 352
9. Describe lunar and solar eclipses, the observed moon phases, and tides. Relate them to the relative positions of the earth, moon, and sun.	SE: 443-445 <i>LAB 447</i> TWE: VL 443 A 443, 445 CD 444 MM 444	SE: 186-190 <i>Science Online 188</i> TWE: AC 187 QD 187, 189 DI 188 VL 189 SJ 190	SE: 312-316 <i>Lab 321</i> TWE: DI 320 FF 166 FYI 314 LD 316 SJ 313
10. Compare and contrast properties and conditions of objects in the solar system (i.e., sun, planets, and moons) to those on Earth (i.e., gravitational force, distance from the sun, speed, movement, temperature, and atmospheric conditions).	SE: 442, 448-455 <i>MiniLAB 450</i> TWE: VL 442 LD 450 QD 451 A 452 IM 453 D 454	SE: 178-183, 184-186, 195-200 <i>Science Online 181</i> <i>Applying Science 197</i> TWE: DI 196 VL 196 CC 196 IL 198	SE: 94, 336-337, 342-347, 348-355, 359 <i>Integrate Astronomy 95</i> <i>Model and Invent Lab 360-361</i> TWE: FYI 343, 354 VL 344
11. Explain how the tilt of the earth and its revolution around the sun result in an uneven heating of the earth, which in turn causes the seasons.	SE: 441 <i>MiniLAB 441</i> TWE: CC 441 IM 441	SE: 181-182 TWE: DIF 181 DI 181 VL 182 DIV 183	SE: 309-310 <i>Lab 326-327</i> TWE: A 309 DI 311 QD 310 TC 304

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	<i>Level Red</i>	<i>Level Green</i>	<i>Level Blue</i>
12. Recognize that the universe contains many billions of galaxies, and that each galaxy contains many billions of stars.	SE: 456-463 <i>Launch LAB 439</i> <i>MiniLAB 457</i> <i>National Geographic 460</i> TWE: MM 459 A 460	Discuss with students that our solar system is part of the Milky Way galaxy, one of billions of galaxies in the universe. SE: 194-201	SE: 386-387 TWE: DIN 389 TC 368
<b>Life Science (Biology)</b>			
<b>Classification of Organisms</b>			
1. Classify organisms into the currently recognized kingdoms according to characteristics that they share. Be familiar with organisms from each kingdom.	SE: 498-500 <i>Reference Handbooks</i> 726-729 TWE: IM 499	SE: 219 <i>Reference Handbooks</i> 796-799 TWE: DIV 220	SE: 290 TWE: AS 110
<b>Structure and Function of Cells</b>			
2. Recognize that all organisms are composed of cells, and that many organisms are single-celled (unicellular), e.g., bacteria, yeast. In these single-celled organisms, one cell must carry out all of the basic functions of life.	SE: 476-480 <i>LAB 482</i>	SE: 214, 221, 224, 230, 264	SE: 68, 70 <i>National Geographic 69</i> TWE: UA 70
3. Compare and contrast plant and animal cells, including major organelles (cell membrane, cell wall, nucleus, cytoplasm, chloroplasts, mitochondria, vacuoles).	SE: 478-481 <i>MiniLAB 480</i> TWE: A 478 MM 478 VL 478 DI 479	SE: 224-227 <i>Lab 231</i> TWE: AC 224 DIF 227 VL 227 DIV 230	SE: 68 <i>Lab 72</i> TWE: UA 70 VL 68

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4. Recognize that within cells, many of the basic functions of organisms (e.g., extracting energy from food and getting rid of waste) are carried out. The way in which cells function is similar in all living organisms.	SE: 480-481, 483-484 <i>MiniLAB 484</i> TWE: UA 479 LD 480 SJ 484 D 485	SE: 214, 216, 224-230, 254-258, 261-265 TWE: UAA 227	SE: 68 <i>Lab 72</i> TWE: IL 68 UA 70
<b>Systems in Living Things</b>			
5. Describe the hierarchical organization of multicellular organisms from cells to tissues to organs to systems to organisms.	SE: 485-487 <i>National Geographic 486</i> <i>LAB 488-489</i> TWE: QD 485 IL 486 IM 486 CA 487	SE: 230	SE: 64, 68-71, 73-79 TWE: AS 71 DIN 69 TPK 73 VL 70
6. Identify the general functions of the major systems of the human body (digestion, respiration, reproduction, circulation, excretion, protection from disease, and movement, control, and coordination) and describe ways that these systems interact with each other.	SE: 560-572, 574-576 <i>MiniLAB 569</i> <i>LAB 573</i> TWE: DI 486, 566 QD 561, 571 LD 562 TFYI 563, 575 CD 567 MM 571	SE: 371-376, 377-380, 400-404, 412-415, 419-421, 439-440, 444-448, 449-452, 468-469, 473-477	SE: 70-71, 73-79 <i>Design Your Own Lab 82-83</i> <i>Launch LAB 63</i> TWE: AS 81 CB 84 D 78 DI 71 FF 77 VL 70

OBJECTIVES	PAGE REFERENCES		
	Level Red	Level Green	Level Blue
<b>Reproduction and Heredity</b>			
7. Recognize that every organism requires a set of instructions that specifies its traits. These instructions are stored in the organism's chromosomes. Heredity is the passage of these instructions from one generation to another.	SE: 591, 599-605 <i>LAB</i> 606-607 TWE: MM 591 IL 600 D 600, 604 CD 601	SE: 226, 278, 284-285, 290, 306, 312 <i>Chapter Preview</i> 304 TWE: TTPK 306	SE: 38-39, 44-48 TWE: DI 48 FYI 47 QD 45 SJ 46 TPK 44 VL 39
8. Recognize that hereditary information is contained in genes located in the chromosomes of each cell. A human cell contains about 30,000 different genes on 23 different chromosomes.	SE: 591, 595, 600 <i>LAB</i> 598, 606-607 TWE: VL 595 D 600, 604 UA 602 DI 602 IM 602 AIL 606	SE: 292-294, 306 <i>Science Online</i> 293 <i>Science Stats</i> 326	SE: 38-39, 44-46 TWE: DIN 40 QD 45 VL 39
9. Compare sexual reproduction (offspring inherit half of their genes from each parent) with asexual reproduction (offspring is an identical copy of the parent's cell).	SE: 593-597 <i>MiniLAB</i> 593 <i>National Geographic</i> 596 TWE: DI 593 D 594 LD 594	SE: 281-283, 284-285	SE: 42, 46, 48
<b>Evolution and Biodiversity</b>			
10. Give examples of ways in which genetic variation and environmental factors are causes of evolution and the diversity of organisms.	SE: 535, 539, 542, 603-605 <i>National Geographic</i> 514-515, 533 <i>LAB</i> 606-607 <i>Science and Society</i> 608 TWE: VL 604 CA 605 AIL 606	SE: 336-339 <i>Science Online</i> 336 <i>Lab</i> 342 TWE: VL 337 LD 338 IL 340	SE: 46, 49-52 <i>Lab</i> 54-55 TWE: A 276 AS 53 D 277

OBJECTIVES	PAGE REFERENCES		
	Level Red	Level Green	Level Blue
11. Recognize that evidence drawn from geology, fossils, and comparative anatomy provide the basis of the theory of evolution.	The following references support the theory of evolution. SE: Fossils: 270-271 <i>MiniLAB 270</i> <i>Science Content Background</i> 496E-496F, 528E-528F	SE: 343-345, 347-349 <i>Integrate Earth Science</i> 347 TWE: TFYI 347 VL 348	SE: 50, 52, 274-278 <i>National Geographic</i> 51 TWE: AS 53 SJ 275 VL 277
12. Relate the extinction of species to a mismatch of adaptation and the environment.	SE: 629 <i>Oops</i> 552 TWE: D 552	*Discuss with students that when the environment changes, some species may no longer be able to survive. SE: *338, 347	SE: 53, 273, 279, 286, 291 TWE: D 286 FYI 291 SJ 284
<b>Living Things and Their Environment</b>			
13. Give examples of ways in which organisms interact and have different functions within an ecosystem that enable the ecosystem to survive.	SE: 618-625, 627-632 <i>National Geographic</i> 621 <i>LAB</i> 626 TWE: A 619 DI 621 VL 621	SE: 532, 534-537, 548-549 TWE: TC 530 CDIV 548 DIV 549 AS 549	SE: 96-97, 98-103, 105, 108-110, 132-133 <i>Launch LAB</i> 93 TWE: DI 97, 105 DIN 108 TPK 106
<b>Energy and Living Things</b>			
14. Explain the roles and relationships among producers, consumers, and decomposers in the process of energy transfer in a food web.	SE: 391-395, 633-634 <i>National Geographic</i> 393 TWE: MM 391 D 392 DI 392 A 393 TFYI 633	SE: 544, 546-547 <i>National Geographic</i> 545 <i>Applying Science</i> 546 TWE: IL 546 DIF 547	SE: 106-107, 136-139 TWE: DI 139 DIN 137 FF 108 TPK 106 USW 107 VL 109
15. Explain how dead plants and animals are broken down by other living organisms and how this process contributes to the system as a whole.	SE: 391, 634 TWE: QD 634 DI 634	SE: 544 TWE: AC 544 LD 546	SE: 107, 109-110, 132-133, 135 <i>National Geographic</i> 134 TWE: DI 110 VL 109

OBJECTIVES	PAGE REFERENCES		
	<i>Level Red</i>	<i>Level Green</i>	<i>Level Blue</i>
16. Recognize that producers (plants that contain chlorophyll) use the energy from sunlight to make sugars from carbon dioxide and water through a process called photosynthesis. This food can be used immediately, stored for later use, or used by other organisms.	SE: 180, 377, 391, 481, 633 <i>Integrate Physics</i> 634 TWE: D 377 TPK 633	SE: 262, 501, 544, 547 <i>National Geographic</i> 545 TWE: TTPK 544	SE: 106, 123, 135, 136-139 <i>Integrate Chemistry</i> 107 <i>Lab</i> 140-141 <i>National Geographic</i> 134 TWE: DIN 134, 137 FF 108
<b>Changes in Ecosystems Over Time</b>			
17. Identify ways in which ecosystems have changed throughout geologic time in response to physical conditions, interactions among organisms, and the actions of humans. Describe how changes may be catastrophes such as volcanic eruptions or ice storms.	SE: 627-630 <i>Oops</i> 552 <i>Science and Society</i> 638 TWE: CB 552 D 552, 630 SJ 629 AIL 636	SE: 160-166, 568-576 <i>Lab</i> 167, 538, 577 <i>Time: Science and History</i> 170 TWE: IM 160 FF 160	SE: 150-151, 159, 164-165 <i>Integrate Earth Science</i> 160 <i>Integrate Life Science</i> 617 <i>National Geographic</i> 152 TWE: CC 151 DIN 152 FF 160 TPK 150
18. Recognize that biological evolution accounts for the diversity of species developed through gradual processes over many generations.	These pages support the theory of evolution. SE: <i>Science Content Background</i> 496E-496F, 528E-528F <i>National Geographic</i> 514-515, 533 TWE: DI 533 A 547	SE: 335-341 <i>MiniLAB</i> 339	SE: 50, 52, 274-276, 281-284, 288-290, 293 <i>National Geographic</i> 51 TWE: A 276 D 289 SJ 275

OBJECTIVES	PAGE REFERENCES		
	Level Red	Level Green	Level Blue
<b>Physical Sciences (Chemistry and Physics)</b>			
<b>Properties of Matter</b>			
1. Differentiate between weight and mass, recognizing that weight is the amount of gravitational pull on an object.	SE: 53, 72 <i>MiniLAB 73</i> TWE: D 53 USW 53 A 53 IM 72	SE: 696 <i>Reading Check 696</i> TWE: RC 696	SE: 533, 557-558, 567-568 <i>Science Skill Handbook 730</i> TWE: D 557 IM 534
2. Differentiate between volume and mass. Define density.	SE: 52, 72-73 <i>MiniLAB 52</i> TWE: LD 72 VL 73	SE: 671 <i>Applying Math 671</i> <i>Science Skill Handbook 754</i> TWE: AC 596	SE: 17, 533 <i>Science Skill Handbook 730</i>
3. Recognize that the measurement of volume and mass requires understanding of the sensitivity of measurement tools (e.g., rulers, graduated cylinders, balances) and knowledge and appropriate use of significant digits.	SE: 44-49, 52-53 <i>Applying Math 48</i> <i>MiniLAB 52</i> <i>Science Skill Handbook 684</i> TWE: MM 46 DI 48	SE: <i>MiniLAB 596</i> <i>Science Skill Handbook 753-754</i> <i>Math Skill Handbook 788</i> TWE: AC 596	SE: 17 <i>Math Skill Handbook 762-764</i> <i>Science Skill Handbook 730</i>
4. Explain and give examples of how mass is conserved in a closed system.	SE: 84-86 <i>Applying Science 85</i> TWE: DI 85 IL 85 CA 86	SE: 609	SE: 496 <i>Applying Math 498</i> TWE: FF 497 VL 496

OBJECTIVES	PAGE REFERENCES		
	Level Red	Level Green	Level Blue
<b>Elements, Compounds, and Mixtures</b>			
5. Recognize that there are more than 100 elements that combine in a multitude of ways to produce compounds that make up all of the living and nonliving things that we encounter.	SE: 106-112, 113-114 <i>LAB</i> 112-113 TWE: A 107, 108 USW 112 TPK 113	SE: 247-248, 620 <i>Reading Check</i> 247 TWE: RC 247	SE: 435-439, 441-447, 448-449, 472-476 <i>Integrate Health</i> 452 <i>Integrate Physics</i> 450 TWE: AS 447 CC 444 FF 450 VL 449
6. Differentiate between an atom (the smallest unit of an element that maintains the characteristics of that element) and a molecule (the smallest unit of a compound that maintains the characteristics of that compound).	SE: 99-105, 113-114 TWE: A 102 D 103, 115 IL 103 VL 103 IM 104 MM 114	SE: 246-248, 620 TWE: DIF 247 MAM 252	SE: 404-413, 435-439, 475-477, 479-480 TWE: FYI 405 TPK 464
7. Give basic examples of elements and compounds.	SE: 106-107, 113-114 <i>LAB</i> 112, 118-119 <i>MiniLAB</i> 114 TWE: A 107, 116 QD 110 TPK 113 D 115 DI 116 AIL 118	SE: 247-249, 620 <i>Reading Check</i> 247 TWE: TTPK 246 TFYI 247 AC 247 RC 247	SE: 64, 67, 435-438, 441-447, 448-450, 473-480, 495-497 <i>Lab</i> 481 TWE: D 474 FYI 67
8. Differentiate between mixtures and pure substances.	SE: 115-117 <i>Applying Science</i> 115 TWE: A 116 QD 116 CC 116 DI 116 AIL 118	SE: 248, 249, 620-622 <i>Reading Check</i> 249 TWE: QD 249, 622 RC 249 IM 621 MAM 621	SE: 436-437, 637 <i>Integrate Chemistry</i> 456 <i>Lab</i> 12 TWE: CC 499

OBJECTIVES	PAGE REFERENCES		
	Level Red	Level Green	Level Blue
9. Recognize that a substance (element or compound) has a melting point and a boiling point, both of which are independent of the amount of the sample.	SE: 75	SE: 601, 620, 659, 662 <i>National Geographic</i> 660 <i>Lab</i> 665 TWE: IM 659	SE: <i>Integrate Chemistry</i> 228 <i>MiniLAB</i> 614 <i>Reference Handbooks</i> 768 TWE: QD 610
10. Differentiate between physical changes and chemical changes.	SE: 71, 73-75, 80-84 <i>MiniLAB</i> 84 <i>LAB</i> 88-89 TWE: TPK 80 IM 81 UA 82 QD 82 DI 83 SJ 83 A 83 R 86 AIL 88	SE: 600-607, 659, 661-664 <i>MiniLAB</i> 603 <i>Science Online</i> 603 <i>National Geographic</i> 660 <i>Lab</i> 665 TWE: TTPK 600 IM 607 DIF 607	SE: 492, 498-501 <i>Design Your Own Lab</i> 510-511 <i>Lab</i> 509 <i>Science and History</i> 512 TWE: IM 498
<b>Motion of Objects</b>			
11. Explain and give examples of how the motion of an object can be described by its position, direction of motion, and speed.	SE: 130-134 <i>Applying Math</i> 131 TWE: DI 131 SJ 132 VL 133 A 133	SE: 684-689 <i>Applying Math</i> 686 <i>MiniLAB</i> 687 TWE: VL 685 DIV 689	SE: 522-524, 528-529 <i>Applying Math</i> 530 <i>Lab</i> 189 <i>MiniLAB</i> 525, 531 TWE: FYI 198
12. Graph and interpret distance vs. time graphs for constant speed.	SE: 135 TWE: TFYI 134 R 135	*Distance vs. time graphs can be presented during discussion of speed and constant speed. SE: *685-686 * <i>MiniLAB</i> 687 <i>Math Skill Handbook</i> 789	SE: 526, 532 <i>Lab</i> 189 TWE: AS 532 DI 527 FYI 198

OBJECTIVES	PAGE REFERENCES		
	Level Red	Level Green	Level Blue
<b>Forms of Energy</b>			
13. Differentiate between potential and kinetic energy. Identify situations where kinetic energy is transformed into potential energy and vice versa.	SE: 164-168 <i>National Geographic</i> 165 <i>MiniLAB</i> 167 <i>LAB</i> 183 TWE: DI 164 VL 164 IL 166	SE: 717-718, 722 <i>Science Online</i> 722 <i>MiniLAB</i> 726 TWE: IL 717 USW 718 LD 722	SE: 608-609, 610 TWE: FYI 610 TC 606
<b>Heat Energy</b>			
14. Recognize that heat is a form of energy and that temperature change results from adding or taking away heat from a system.	SE: 163, 172-174 <i>LAB</i> 184-185 TWE: VL 173 DI 173, 185 D 174 AIL 184	SE: 657-659, 718, 719 TWE: AC 718	SE: 608-611, 612-616, 622-623 <i>Design Your Own Lab</i> 624-625 <i>Lab</i> 618 TWE: AS 617
15. Explain the effect of heat on particle motion through a description of what happens to particles during a change in phase.	SE: 73-75 TWE: VL 74 MM 74	SE: 659, 661-664 <i>National Geographic</i> 660 <i>MiniLAB</i> 662 <i>Lab</i> 665 TWE: IM 659	SE: 613-614
16. Give examples of how heat moves in predictable ways, moving from warmer objects to cooler ones until they reach equilibrium.	SE: 174-177 <i>MiniLAB</i> 176 TWE: QD 175 UA 175 R 177	SE: 658 TWE: AC 718 TFYI 718	SE: 612-615, 622-623 <i>Design Your Own Lab</i> 624-625 <i>Integrate Life Science</i> 617 TWE: AS 617 LD 616 VL 622

## Codes Used for TWE Codes

### **Level Red**

A	Activity
AIL	Alternative Inquiry Lab
CA	Check Assessment
CB	Content Background
CC	Curriculum Connection
CD	Cultural Diversity
D	Discussion
DI	Differentiated Instruction
IL	Inquiry Lab
IM	Identifying Misconceptions
LD	Lab Demonstration
MM	Make a Model
QD	Quick Demo
R	Reteach
SJ	Science Journal
TFYI	Teacher FYI
TPK	Tie to Prior Knowledge
UA	Use an Analogy
USW	Use Science Words
VL	Visual Learning

### **Level Green**

AC	Activity
ATP	About the Photo
AS	Assessment
CC	Curriculum Connection
CDIV	Cultural Diversity
DI	Discussion
DIF	Differentiated Instruction
DIV	Daily Intervention
FF	Fun Fact
IL	Inquiry Lab
IM	Identifying Misconceptions
LD	Lab Demonstration
MAM	Make a Model
QD	Quick Demo
RC	Reading Check
SJ	Science Journal
TC	Theme Connection
TFYI	Teacher FYI
TTPK	Tying to Prior Knowledge
UAA	Using an Analogy
USW	Using Science Words
VHMF	Visualizing How the Moon Formed
VL	Visual Learning

### **Level Blue**

A	Activity
AS	Assessment
CB	Content Background
CC	Curriculum Connection
D	Discussion
DI	Daily Intervention
DIN	Differentiated Instruction
FF	Fun Fact
FYI	Teacher FYI
IL	Inquiry Lab
IM	Identifying Misconceptions
LD	Lab Demonstration
ML	MiniLAB
QD	Quick Demo
SJ	Science Journal
TC	Theme Connection
TPK	Tie to Prior Knowledge
UA	Use an Analogy
USW	Use Science Words
VL	Visual Learning