



**NEW JERSEY**  
**Core Curriculum Content Standards for Science Grade 8**  
***Science Level Green and Science Level Blue* © 2005**

OBJECTIVES	PAGE REFERENCES	
	<i>Science Level Green</i>	<i>Science Level Blue</i>
<b>Standard 5.1 (Scientific Processes) All students will develop problem-solving, decision-making and inquiry skills, reflected by formulating usable questions and hypotheses, planning experiments, conducting systematic observations, interpreting and analyzing data, drawing conclusions, and communicating results.</b>		
<b>Building upon knowledge and skills gained in preceding grades, by the end of Grade 8, students will:</b>		
<b>A. Habits of Mind</b>		
1. Evaluate the strengths and weaknesses of data, claims, and arguments.	SE: 17-18 <i>Lab 19</i> <i>Lab: Design Your Own</i> 108-109, 424-425, 550-551 <i>Time: Science and Society</i> 140 <i>National Geographic</i> 191 <i>Science Skill Handbook</i> 748, 756 TWE: VL 17 AC 191	SE: 10, 15, 18-19, 22-23 <i>Launch Lab 5</i> <i>MiniLAB 9</i> TWE: FYI 10 AC 15
2. Communicate experimental findings to others.	SE: 18 <i>Lab: Design Your Own</i> 108-109, 354-355, 706-707 <i>Lab: Model and Invent</i> 138-139, 202-203 <i>Lab 266-267, 488-489</i> <i>Science Skill Handbook</i> 756, 775	SE: 10-11, 19
3. Recognize that the results of scientific investigations are seldom exactly the same and that replication is often necessary.	SE: 18 <i>How to Use Your Science Book x</i>	SE: 19, 22-23 <i>How to Use Your Science Book x</i> TWE: QD 17 AC 22

OBJECTIVES	PAGE REFERENCES	
	<i>Science Level Green</i>	<i>Science Level Blue</i>
4. Recognize that curiosity, skepticism, open-mindedness, and honesty are attributes of scientists.	SE: 7-11, 12-14, 16-18 <i>Science Skill Handbook</i> 748-753, 755-758 TWE: DI 18	SE: 15, 25-27, 732 TWE: AC 15
<b>B. Inquiry and Problem Solving</b>		
1. Identify questions and make predictions that can be addressed by conducting investigations.	SE: 12-14 <i>Lab: Design Your Own</i> 108-109, 424-425, 550-551 <i>Science Skill Handbook</i> 751 TWE: TTPK 12 TFYI 13 AC 15 DI 16	SE: 13-15, 21-23, 724, 727 <i>Applying Science</i> 14 <i>MiniLAB</i> 18 TWE: FYI 14
2. Design and conduct investigations incorporating the use of a control.	SE: 16-17 <i>Lab: Design Your Own</i> 390-391, 550-551 <i>Science Skill Handbook</i> 752 TWE: DIF 15	SE: 21-23, 728-729 TWE: RC 22
3. Collect, organize, and interpret the data that result from experiments.	SE: 17-18 <i>Lab</i> 98, 438, 488-489, 577 <i>Lab: Design Your Own</i> 108-109, 354-355, 424-425, 550-551 <i>Lab: Model and Invent</i> 138-139, 202-206 <i>Science Skill Handbook</i> 752-756	SE: 18-19, 23, 728-729 <i>MiniLAB</i> 18, 46, 99, 133, 614 TWE: VL 17 CC 22
<b>C. Safety</b>		
1. Know when and how to use appropriate safety equipment with all classroom materials.	SE: <i>Lab</i> 48-49, 167, 266-267, 389, 538, 642-643 <i>Science Skill Handbook</i> 757-759 TWE: 19T SP 48, 642	SE: 733-734 <i>Lab</i> 12, 43, 72, 684-685

OBJECTIVES	PAGE REFERENCES	
	<i>Science Level Green</i>	<i>Science Level Blue</i>
2. Understand and practice safety procedures for conducting science investigations.	SE: Lab 48-49, 167, 266-267, 389, 538, 642-643 <i>Science Skill Handbook</i> 757-759 TWE: 19T SP 48, 642	SE: 733-734
<b>Standard 5.2 (Science and Society) All students will develop an understanding of how people of various cultures have contributed to the advancement of science and technology, and how major discoveries and events have advanced science and technology.</b>		
<b>Building upon knowledge and skills gained in preceding grades, by the end of Grade 8, students will:</b>		
<b>A. Cultural Contributions</b>		
1. Recognize that scientific theories: <ul style="list-style-type: none"> <li>develop over time,</li> <li>depend on the contributions of many people, and</li> <li>reflect the social and political climate of their time.</li> </ul>	SE: 14, 221, 307, 334-337 TWE: CC 339 SJ 366	SE: 24-26, 306, 337, 340, 349, 381, 404-405, 552-553 TWE: SCB 4E CD 307 FYI 337 CC 552
2. Know that scientists are men and women of many cultures who often work together to solve scientific and technological problems.	SE: 6-11, 221, 290-292, 334-337 TWE: DI 18 SJ 222, 366	SE: 25-26 TWE: SCB 4E CD 10, 443, 523, 622, 698 IC 165, 467
3. Describe how different people in different cultures have made and continue to make contributions to science and technology.	SE: 37, 218, 221, 290-292, 334-337 <i>National Geographic</i> 15 <i>Time: Science and History</i> 50, 238, 392 TWE: SJ 222, 366	SE: 25-26 TWE: SCB 4E CD 10, 307, 350, 387, 406, 443, 523, 622, 698 IC 165, 467 CC 552 FYI 552
<b>B. Historical Perspectives</b>		
1. Describe the impact of major events and people in the history of science and technology, in conjunction with other world events.	SE: 221, 290-292, 307, 334-337, 382 TWE: SJ 222 CC 293 RE 298	SE: 24-26, 306, 322, 337, 356, 381, 412, 434, 552-553 TWE: SJ 50 IH 75, 384, 557, 646 AC 412

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2. Describe the development and exponential growth of scientific knowledge and technological innovations.	SE: 221, 290-292, 307, 321-323 <i>National Geographic</i> 222 TWE: SJ 222 TFYI 292 CC 293 RE 298 VL 322 DIV 323	SE: 24-27 TWE: DI 25, 26 AC 26
<b>Standard 5.3 (Mathematical Applications) All students will integrate mathematics as a tool for problem-solving in science, and as a means of expressing and/or modeling scientific theories.</b>		
<b>Building upon knowledge and skills gained in preceding grades, by the end of Grade 8, students will:</b>		
<b>A. Numerical Operations</b>		
1. Express quantities using appropriate number formats, such as: <ul style="list-style-type: none"> <li>• decimals.</li> <li>• percents.</li> <li>• scientific notation.</li> </ul>	SE: <i>Applying Math</i> 121, 229 <i>Lab</i> 167, 313, 438, 488-489 <i>Lab: Design Your Own</i> 354-355 <i>Launch Lab</i> 651 <i>Math Skill Handbook</i> 776-781, 786, 788 TWE: LD 596	SE: 17, 755-757, 764 <i>Applying Math</i> 126, 346 <i>Science Stats</i> 394 TWE: VL 17
<b>B. Geometry and Measurement</b>		
1. Perform mathematical computations using labeled quantities and express answers in correctly derived units.	SE: <i>Applying Math</i> 83, 121, 446, 606, 671, 686 <i>Lab</i> 438, 488-489 <i>MiniLab</i> 687 <i>Math Skill Handbook</i> 786-787 TWE: AC 687	SE: 17, 526, 530-531, 759, 762-763 <i>Applying Math</i> 230, 530, 582, 583 TWE: SJ 18 DI 530
<b>C. Patterns and Algebra</b>		
1. Express physical relationships in terms of mathematical equations derived from collected data.	SE: <i>Applying Math</i> 252, 469, 671, 695, 711 <i>MiniLab</i> 687 <i>Math Skill Handbook</i> 781 TWE: SJ 695 TFYI 696	SE: 532, 736 <i>Lab</i> 54, 112-113 <i>MiniLAB</i> 99 TWE: AS 99

OBJECTIVES	PAGE REFERENCES	
	Science Level Green	Science Level Blue
<b>D. Data Analysis and Probability</b>		
1. Represent and describe mathematical relationships among variables using: <ul style="list-style-type: none"> <li>graphs.</li> <li>tables.</li> </ul>	SE: <i>Lab: Design Your Own</i> 108-109, 354-355 <i>Applying Math</i> 83, 173, 241 <i>MiniLab</i> 476 <i>Lab</i> 577, 488-489, 665 <i>Math Skill Handbook</i> 789-790	SE: 18, 526, 532, 750, 765-766 <i>Applying Science</i> 14 <i>MiniLAB</i> 18 TWE: CC 526 DI 527 DLV 532
2. Analyze experimental data sets using measures of central tendency: <ul style="list-style-type: none"> <li>mean.</li> <li>mode.</li> <li>median.</li> </ul>	SE: <i>Lab</i> 488-489, 577 <i>Lab: Design Your Own</i> 355-356 <i>Math Skill Handbook</i> 782	SE: 758
3. Construct and use a graph of experimental data to draw a line of best fit and identify a linear relationship between variables.	Line of best fit can be incorporated into the following activities. SE: <i>Lab: Design Your Own</i> 108-109 <i>Lab</i> 167, 577 <i>MiniLab</i> 476 <i>Math Skill Handbook</i> 789	SE: 18, 765-766 TWE: AC 104
4. Use computer spreadsheets, graphing and database applications to assist in quantitative analysis of data.	Computing resources can be used with the following activities. SE: <i>Lab: Design Your Own</i> 108-109 <i>Lab</i> 167, 488-489, 577 <i>MiniLab</i> 476 <i>Lab: Use the Internet</i> 296-297, 522-523 <i>Technology Skill Handbook</i> 772-774 TWE: CYD 109, 489	SE: 18, 526, 537, 748-750 <i>Applying Science</i> 14 <i>MiniLAB</i> 18 TWE: AC 526 CC 526 DI 527 DLV 532

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<b>Standard 5.4 (Nature and Process of Technology) All students will understand the interrelationships between science and technology and develop a conceptual understanding of the nature and process of technology.</b>		
<b>Building upon knowledge and skills gained in preceding grades, by the end of Grade 8, students will:</b>		
<b>A. Science and Technology</b>		
1. Compare and contrast science with technology, illustrating similarities and differences between these two human endeavors.	SE: 9, 12-14, 16-18, 221, 321-323 <i>National Geographic</i> 222-223 TWE: CB 223 TFYI 322 AS 323	SE: 6-7, 9, 24-27 TWE: DI 25, 26 AC 26 IH 507
<b>B. Nature of Technology</b>		
1. Analyze a product or system to determine the problem it was designed to solve, the design constraints, trade-offs and risks involved in using the product or system, how the product or system might fail, and how the product or system might be improved.	SE: <i>Lab</i> 19, 98 <i>Lab: Model and Invent</i> 138-139, 202-203, 582-583 <i>Invent</i> 460 <i>Oops! Accidents in Science</i> 524 <i>Lab: Design Your Own</i> 674-675 TWE: IN 460	SE: 615, 622-623 <i>Science and Society</i> 172, 572, 600 TWE: DI 172 CD 622 VL 622
<b>C. Technological Design</b>		
1. Recognize how feedback loops are used to control systems.	SE: 420, 468, 472	SE: 79-81 TWE: RC 79, 80 FYI 79, 80 AC 80
<b>Standard 5.5 (Characteristics of Life) All students will gain an understanding of the structure, characteristics, and basic needs of organisms and will investigate the diversity of life.</b>		
<b>Building upon knowledge and skills gained in preceding grades, by the end of Grade 8, students will:</b>		
<b>A. Matter, Energy and Organization in Living Systems</b>		
1. Explain how the products of respiration and photosynthesis are recycled.	SE: 166, 262-263, 265, 549 TWE: VL 265	SE: 76-77, 106, 123-124, 135-136 <i>Lab</i> 82-83 <i>National Geographic</i> 134 TWE: DI 76 SJ 77 USW 77

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2. Recognize that complex multicellular organisms, including humans, are composed of and defined by interactions of the following: <ul style="list-style-type: none"> <li>• cells</li> <li>• tissues</li> <li>• organs</li> <li>• systems</li> </ul>	SE: 214, 221, 230, 371-376, 400-404, 439-440, 500-501	SE: 68-71, 73-83 <i>National Geographic</i> 69 <i>Lab</i> 72 <i>MiniLAB</i> 74, 76 TWE: IL 68 MM 70 DLV 71 FYI 75, 78, 79, 80 SJ 77
<b>B. Diversity and Biological Evolution</b>		
1. Compare and contrast kinds of organisms using their internal and external characteristics.	SE: 218-220 <i>Launch Lab</i> 213 TWE: AC 220	Organisms and levels of organization are discussed on SE: 70
2. Discuss how changing environmental conditions can result in evolution or extinction of a species.	SE: 335-336, 341 <i>Time: Science and Society</i> 204	SE: 50-53, 286, 288, 291 <i>National Geographic</i> 51 <i>Applying Math</i> 291 <i>Science Stats</i> 296 TWE: FYI 52 VL 52 DI 286, 296 AC 296
3. Recognize that individual organisms with certain traits are more likely to survive and have offspring.	SE: 335-337 <i>Applying Science</i> 337 TWE: VL 337 LD 338	SE: 50-53 <i>National Geographic</i> 51 TWE: DIN 52
<b>C. Reproduction and Heredity</b>		
1. Describe how the sorting and recombining of genetic material results in the potential for variation among offspring of humans and other species.	SE: 284-287, 307, 338 <i>Lab: Design Your Own</i> 354-355	SE: 44-48 <i>Applying Math</i> 47 TWE: RC 46 DLV 48

OBJECTIVES	PAGE REFERENCES	
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<b>Standard 5.6 (Chemistry) All students will gain an understanding of the structure and behavior of matter.</b>		
<b>Building upon knowledge and skills gained in preceding grades, by the end of Grade 8, students will:</b>		
<b>A. Structure and Properties of Matter</b>		
1. Know that all matter is composed of atoms that may join together to form molecules.	SE: 246, 248, 652 TWE: DIF 247 CA 248	SE: 404-405 TWE: MM 405 FYI 405
2. Recognize that the phase of matter is determined by the arrangement and motion of atoms and molecules and that the motion of these particles is related to the energy of the system.	SE: 650-656, 657-659, 661-664 <i>National Geographic</i> 660 <i>Lab</i> 665 TWE: AC 654 QD 656	SE: 492, 608, 612-613 <i>MiniLAB</i> 614 TWE: RC 613
3. Know that there are groups of elements that have similar properties, including highly reactive metals, less reactive metals, highly reactive non-metals, and some almost completely non-reactive gases.	When presenting elements, discuss the different groups of elements on the periodic table. SE: 247, 620	SE: 434-440, 441-450 <i>Applying Science</i> 439 TWE: UA 437 DIN 438 TPK 441 QD 444 FF 445 IL 446
4. Recognize that a mixture often can be separated into the original substances using one of more of their characteristic physical properties.	SE: 249, 621-625 TWE: QD 249 RC 249 VL 621 DIF 623 FF 624	TWE: LD 70 FYI 78
<b>B. Chemical Reactions</b>		
1. Show how substances can chemically react with each other to form new substances having properties different from those of the original substances.	SE: 248-249, 602-606 <i>Science Online</i> 603 <i>MiniLab</i> 603 TWE: FF 602 QD 602 VL 602 DIF 603 IL 604	SE: 492-494 <i>National Geographic</i> 493 TWE: SCB 490E TPK 492

OBJECTIVES	PAGE REFERENCES	
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2. Show that in most chemical reactions energy is transferred into or out of a system.	SE: 604 TWE: DIF 603 TFYI 605 IM 607	SE: 498-501 TWE: SJ 498, 500 FYI 499 VL 500
3. Demonstrate that regardless how substances within a simple closed system interact, the total mass of the system remains the same.	SE: 609 TWE: USW 609	SE: 496-497 <i>Applying Math</i> 498 TWE: MM 496 VL 496
4. Illustrate how atoms are rearranged when substances react, but that the total number of atoms and the total mass of the products remain the same as the original substances.	SE: 609 <i>Science Online</i> 603	SE: 496-497 <i>Applying Math</i> 498 TWE: MM 496 VL 496
<b>Standard 5.7 (Physics) All students will gain an understanding of natural laws as they apply to motion, forces, and energy transformations.</b>		
<b>Building upon knowledge and skills gained in preceding grades, by the end of Grade 8, students will:</b>		
<b>A. Motion and Forces</b>		
1. Use quantitative data to show that when more than one force acts on an object at the same time, the forces can reinforce or cancel each other producing a net (unbalanced) force that will change speed and/or direction of the object.	SE: 690-693, 694-696 <i>Lab: Design Your Own</i> 706-707 TWE: AC 693 AS 693 RT 693 TTPK 694	SE: 551-552, 556 TWE: SCB 548E RC 556
2. Recognize that every object exerts a gravitational force on every other object, and that the force depends on how much mass the objects have and how far apart they are.	SE: 179, 696, 704 <i>Science Online</i> 697 TWE: TFYI 696, 704	SE: 557-558, 561 TWE: IH 557
<b>B. Energy Transformations</b>		
1. Recognize that the sun is a major source of the Earth's energy and that solar energy includes visible, infrared, and ultraviolet radiation.	SE: 96, 161, 216, 565, 571, 719 <i>Lab: Model and Invent</i> 582-583 <i>MiniLab</i> 733	SE: 124-125, 708-710 TWE: DIN 125

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	<i>Science Level Green</i>	<i>Science Level Blue</i>
2. Describe the nature of various forms of energy, including heat, light, sound, chemical, mechanical, and electrical, and trace energy transformations from one form to another.	SE: 716-720, 721-723, 725-727 <i>Science Online 722</i> <i>MiniLab 722</i> <i>Lab 728</i> TWE: AC 718 SJ 719 DI 725	SE: 498-501, 612-615, 619, 702, 707 <i>National Geographic 621</i> TWE: IM 498 FYI 499 TPK 612 IL 613
3. Describe how heat can be conducted through materials or transferred across space by radiation and know that if the material is a fluid, convection currents may aid the transfer of heat.	SE: 100-101, 658 <i>Lab 101</i> <i>Lab: Design Your Own 108-109</i> TWE: TFYI 718	SE: 613-615 <i>MiniLAB 615</i> TWE: FYI 613 DI 614
4. Show that light is reflected, refracted, or absorbed when it interacts with matter and that colors may appear as a result of this interaction.	SE: 453, 719, 734	SE: 699, 713
<b>Standard 5.8 (Earth Science) All students will gain an understanding of the structure, dynamics, and geophysical systems of the earth.</b>		
<b>Building upon knowledge and skills gained in preceding grades, by the end of Grade 8, students will:</b>		
<b>A. Earth's Properties and Materials</b>		
1. Observe that most rocks and soils are made of several substances or minerals.	SE: 58-59, 62-65, 67-70, 71-76, 534 <i>Launch Lab 57</i> <i>MiniLab 59</i> <i>National Geographic 60</i> <i>Lab 78-79</i> TWE: RT 77 AS 537	SE: 124, 150-151 <i>MiniLAB 124</i> <i>Lab 129</i> TWE: LD 124
2. Observe that the properties of soil vary from place to place and will affect the soil's ability to support life.	SE: 534, 575 TWE: TFYI 575	SE: 124 <i>MiniLAB 124</i>

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	<i>Science Level Green</i>	<i>Science Level Blue</i>
3. Recognize that fossils provide evidence about the plants and animals that lived long ago and the nature of the environment at that time.	SE: 75, 343-345, 347, 501 <i>Science Online</i> 345 <i>Integrate Earth Science</i> 347 TWE: AC 344 RT 349	SE: 242-249 <i>MiniLAB</i> 243 TWE: FF 245 SJ 247 AC 247 ILS 248 DIN 248
<b>B. Atmosphere and Water</b>		
1. Describe conditions in the atmosphere that lead to weather systems and how these systems are represented on weather maps.	SE: 118-125, 126-130, 132-133, 135-136 <i>Launch Lab</i> 117 <i>National Geographic</i> 131 <i>Lab</i> 137 TWE: AS 136, 137	SE: 124-128, 130-131 TWE: IL 125 DIN 125 DI 127 QD 127 TPK 130
<b>C. Processes that Shape the Earth</b>		
1. Explain how Earth's landforms and materials are created through constructive and destructive processes.	SE: 33, 59, 61, 62-64, 67-68, 71 <i>Lab</i> 35 <i>National Geographic</i> 60 <i>Science Online</i> 64 TWE: AC 60	SE: 124, 190-192, 195-198, 222-223 <i>MiniLAB</i> 124 TWE: LD 124, 192 CD 195
2. Show how successive layers of sedimentary rock and the fossils contained in them can be used to confirm the age, history, changing life forms, and geology of Earth.	SE: 343-345, 347 <i>Science Online</i> 345 <i>Integrate Earth Science</i> 347 TWE: AC 344 SJ 344 DIF 345 MAM 345	SE: 247-249 TWE: AC 247 SJ 247
<b>D. How We Study the Earth</b>		
1. Utilize data gathered from emerging technologies (e.g., geographic information systems (GIS) and global positioning systems (GPS)) to create representations and describe processes of change on the Earth's surface.	SE: 185	SE: 213-214, 218 <i>National Geographic</i> 216 TWE: FYI 215

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2. Explain how technology designed to investigate features of the Earth's surface impacts how scientists study the Earth.	SE: 9 TWE: QD 9	SE: 186-187, 198-199, 218 TWE: FYI 187, 198 DIN 187 AS 218
<b>Standard 5.9 (Astronomy and Space Science) All students will gain an understanding of the origin, evolution, and structure of the universe.</b>		
<b>Building upon knowledge and skills gained in preceding grades, by the end of Grade 8, students will:</b>		
<b>A. Earth, Moon, Sun System</b>		
1. Investigate the Earth, moon, and sun as a system and explain how the motion of these bodies results in the phases of the moon and eclipses.	SE: 180-183, 186-190 <i>Science Online</i> 188 TWE: DIV 183 QD 187, 189	SE: 306, 312-316 TWE: TPK 306, 312 CD 307 SJ 313 FYI 314 QD 315 DI 316
2. Explain how the regular and predictable motions of the Earth and moon produce tides.	The following pages are appropriate for a discussion of tides. SE: 186-188	Motion of the earth, moon, and sun is discussed on SE: 309-312
3. Explain how the tilt, rotation, and orbital pattern of the Earth relative to the sun produce seasons and weather patterns.	SE: 103-104, 118, 181-183 <i>National Geographic</i> 105 <i>Lab: Model and Invent</i> 202 TWE: LD 180 DI 181 VL 182 DIV 183	SE: 309-311 TWE: FYI 309 VL 309 AC 309 QD 310 DLV 311
<b>B. Solar System</b>		
1. Describe the physical characteristics of the planets and other objects within the solar system and compare Earth to the rest of the planets.	SE: 195-200 TWE: DIF 195 TFYI 195 VL 196 AC 197	SE: 306-310, 336-340, 342-359 <i>MiniLAB</i> 345, 350 TWE: FYI 337, 343, 358 DI 337, 351, 352, 357 TPK 342, 348, 356 QD 344 SJ 352, 357

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<b>C. Stars</b>		
1. Understand that the sun is a star and that it shares characteristics with other stars.	SE: 194-195	SE: 375-378 TWE: DIN 376 DI 377
<b>D. Galaxies and Universe</b>		
1. Know that the universe consists of many billions of galaxies, each including billions of stars.	Discuss with students that our solar system is just a small part of the Milky Way galaxy, which is just one of millions of galaxies in the universe. SE: 200-201	SE: 386-391 <i>MiniLAB</i> 388 <i>National Geographic</i> 390 TWE: TPK 386 FYI 387 DLV 391
<b>Standard 5.10 (Environmental Studies) All students will develop an understanding of the environment as a system of interdependent components affected by human activity and natural phenomena.</b>		
<b>Building upon knowledge and skills gained in preceding grades, by the end of Grade 8, students will:</b>		
<b>A. Natural Systems and Interactions</b>		
1. Investigate the impact of catastrophic events such as forest fires, floods, and hurricanes on the environment of New Jersey.	All of the following catastrophic events can be discussed in relation to the state of New Jersey. SE: 129-130, 132-133 <i>National Geographic</i> 131 <i>Science Online</i> 130 TWE: DIF 129 SJ 129 AC 131	Forest fires are discussed on SE: 148, 151 <i>National Geographic</i> 152

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<b>B. Human Interactions and Impact</b>		
1. Compare and contrast practices that affect the use and management of natural resources.	SE: 165, 558-566, 568-576, 578-581 <i>Science Online</i> 164 <i>Launch Lab</i> 559 <i>MiniLab</i> 562 TWE: AC 561 DI 579 DIF 579 VL 579	SE: 164-168, 617 <i>National Geographic</i> 20, 152 <i>Science and Society</i> 172, 658 TWE: DI 151

## Codes Used for TWE Pages

### *Science Level Green*

AC	Activity
AS	Assessment
CA	Caption Answer
CB	Content Background
CC	Cultural Connection
CYD	Communicating Your Data
DI	Discussion
DIF	Differentiated Instruction
DIV	Daily Intervention
FF	Fun Fact
IL	Inquiry Lab
IM	Identifying Misconceptions
IN	Invent
LD	Lab Demonstration
MAM	Make a Model
QD	Quick Demo
RC	Reading Check
RE	Research
RT	Reteach
SJ	Science Journal
SP	Safety Precautions
TFYI	Teacher FYI
TTPK	Tying to Prior Knowledge
USW	Using Science Words
VL	Visual Learning

### *Science Level Blue*

AC	Activity
AS	Assessment
CC	Curriculum Connection
CD	Cultural Diversity
DI	Discussion
DIN	Differentiated Instruction
DLV	Daily Intervention
FF	Fun Fact
FYI	Teacher FYI
IC	Integrate Career
IH	Integrate History
IL	Inquiry Lab
ILS	Integrate Life Science
IM	Identifying Misconceptions
LD	Lab Demonstration
MM	Make a Model
QD	Quick Demo
RC	Reading Check
SCB	Science Content Background
SJ	Science Journal
TPK	Tie to Prior Knowledge
UA	Use an Analogy
USW	Use Science Words
VL	Visual Learning