

Science

CORE CURRICULUM

twig SCIENCE

Middle School

Phenomena-Based, Digital-Forward, 3-D Learning



“Twig was one of the best decisions we made...

Our teachers have been ecstatic about the quality of learning they have been able to facilitate [and] students have been equally impressed and highly engaged in science learning.”

• • •
Derek B., Director of Teaching and Learning, Newberg School District, Oregon

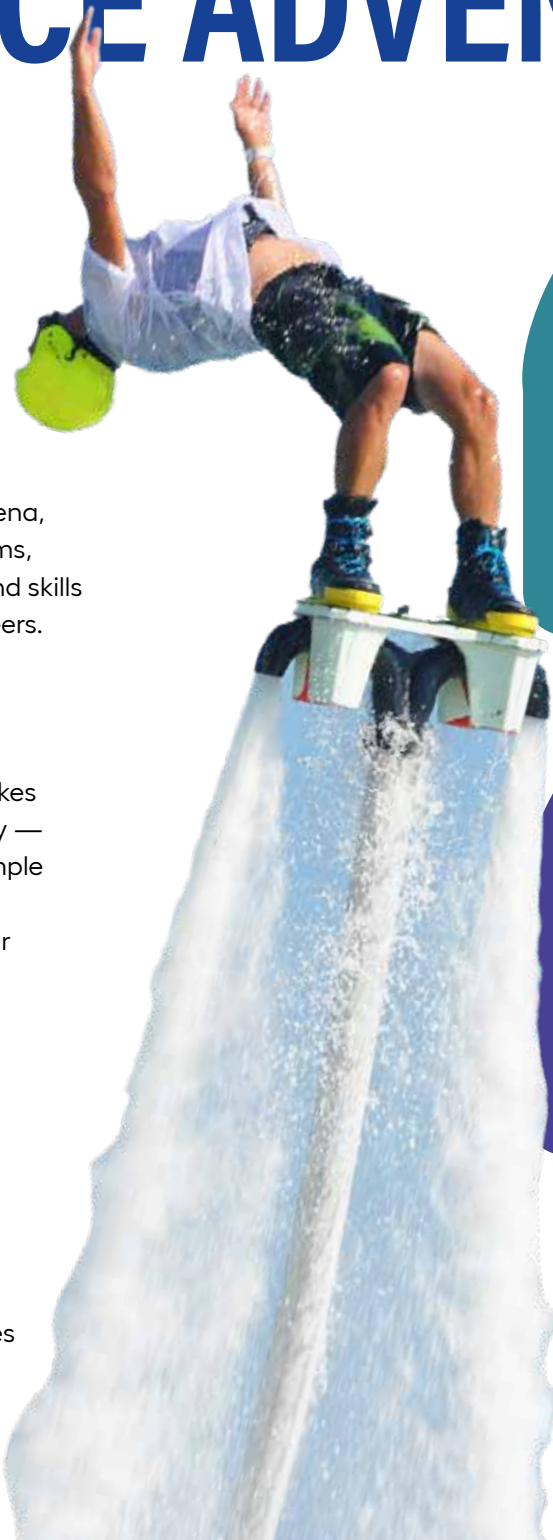




SCIENCE

Middle School

STUDENT-FOCUSED SCIENCE ADVENTURES



Science that Speaks to Students

Engaging with multimodal, phenomena-based projects brings science meaningfully into students' lives.

By collaborating in investigations, using analytical skills, making sense of phenomena, and solving engineering problems, students develop knowledge and skills they'll need for college and careers.

Stop Finding Time, Start Saving Time

Twig Science Middle School makes hitting 3-D NGSS standards easy — and with comprehensive yet simple assessment tools and countless opportunities for cross-curricular applications, it provides rich, rewarding learning experiences.

Thinking like Scientists, Designing like Engineers

Learning is centered around captivating anchor phenomena and engineering design challenges, empowering students to unravel the mysteries of the world and solve real-life, relevant problems.

Integrated Volumes

In Integrated volumes, modules from different disciplines (Life Science, Earth and Space Science, Physical Science) are grouped together to promote an interdisciplinary approach.

Discipline-Specific Volumes

In Discipline-Specific volumes, modules of the same discipline are grouped together — i.e., all science lessons in Grade 6 are devoted to Earth and Space Science, all science lessons in Grade 7 are devoted to Life Science, etc.

Module content is the same in both routes.

DESIGNED TO ENGAGE

Program Structure

Twig Science Middle School is made up of 28 modules, each underpinned by an Anchor Phenomenon. Making sense of these Anchor Phenomena drives student learning.

Each **module** comprises one to four **lessons**, and each lesson explores a **Driving Question** through a series of **sessions**. To investigate the lesson Driving Question, students plan, carry out, analyze, and critically reflect on a range of hands-on, digital, video, and text-based investigations and Engineering Design Challenges.



MODULE

Anchor and Investigative Phenomena

Diagnostic Pre-Explorations

3-D Challenges

DRIVING
QUESTION
LESSON

Phenomena Tracker

3-D Performance Expectations Progressions

Academic and Domain-Specific Vocabulary

Instructional Design

Twig Science Middle School is based on an inquiry-driven instructional model and a 5E lesson design to engage and motivate your students through active learning.

Following the **5Es instructional model** in every lesson of each module, students construct, demonstrate, and reflect on their understanding of the three dimensions of the module Performance Expectations. Each phase of the 5Es instructional model is the basis for one or more sessions of a lesson. Through the 5Es instructional model, students:

Engage with a phenomenon, connecting it to prior knowledge.

Explore Disciplinary Core Ideas (DCIs), gathering evidence through authentic Science and Engineering Practices (SEPs), while applying elements of familiar interdisciplinary Crosscutting Concepts (CCCs) as a lens for sense-making.

Explain their new ideas about the DCIs by developing and using models, constructing explanations, constructing scientific arguments, and other SEPs, using CCCs as a lens.

Elaborate on their new understandings by applying their three-dimensional learning in a new context.

Evaluate their mastery of the three dimensions of a Performance Expectation through a performance task, using a rubric.

ENGAGE

Investigative Phenomena & Engineering Design Challenges

3-D Student Learning Objectives

Activate Prior Knowledge

Differentiated Instruction

Discussion

EXPLORE / EXPLAIN

Hands-On Labs

Video Labs

Digital Interactives

Reading for Evidence

Language Routines

Discussion

ELABORATE

Investigative Phenomena

Connections

Critical Thinking and Reading

Differentiated Instruction

Discussion

EVALUATE

Summative Assessments

3-D Formative Assessments

Differentiated Instruction

Discussion

PROGRAM COMPONENTS

Student Experience

Twig Journals

Throughout each lesson, students record data, observations, and predictions, develop models, engage in metacognitive reflection, and read and annotate informational text in their print or interactive digital Twig Journals. Teachers have access to versions of the Twig Journals with example answers for reference.

Hands-On

Each module includes a toolkit of materials for engaging modeling, investigation, and engineering design activities designed to provide students with memorable, meaningful experiences along their sense-making journeys.

Digital

Digital interactives give students rich investigative and modeling experiences with real-world phenomena.

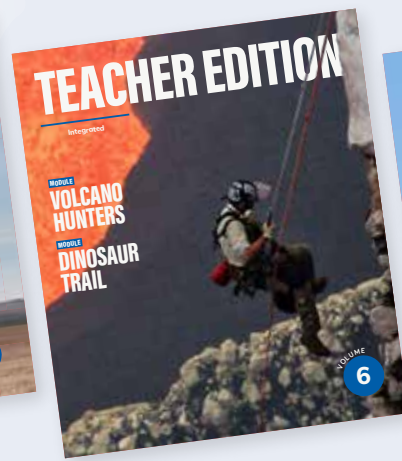
Video

High-quality, engaging videos developed in alignment with the curriculum by documentary filmmakers bring phenomena to life using a rich repository of science footage and animation.

Integrated 3-D Challenges

Integrated 3-D Challenges are video-creation projects designed to help students make cross-discipline connections and apply their growing knowledge of science concepts using the embedded video editor.





Teacher Experience

Teacher Editions

Print and digital versions of Teacher Editions detail how Twig Science Middle School fully addresses the NGSS. They provide recommendations on how to prepare for and deliver each session, including discussion prompts with possible student responses, as well as differentiation, guidance for follow-up to assessment, and interdisciplinary connections.

Digital Platform

The easy-to-use digital platform is available as a stand-alone environment or with print. It includes teacher and student versions, presenter tools, digital interactives, assessments, reports, single sign-on, rostering, and accessibility tools, along with hundreds of award-winning videos.

3-D Assessment Suite

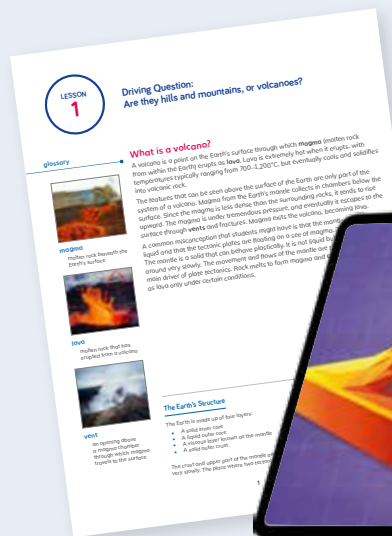
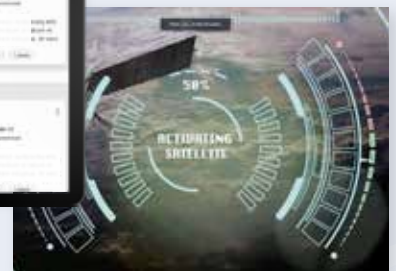
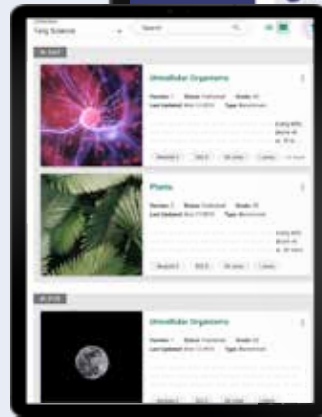
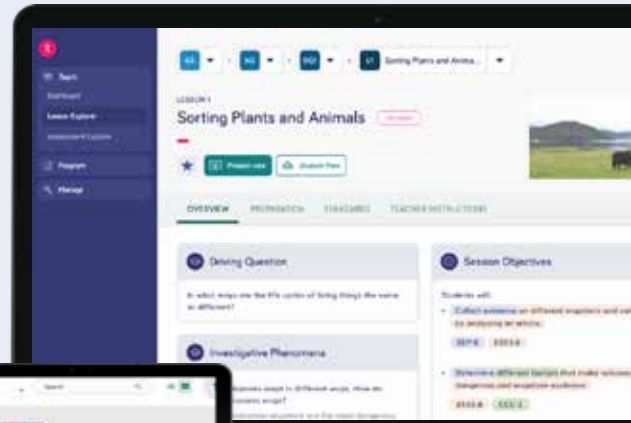
Developed with the Stanford Center for Assessment, Learning, and Equity (SCALE) to prepare students for state testing, the assessment suite includes informal, formative, and summative measures to assess students' ability to meet Performance Expectations.

On-Demand Professional Learning

In-person, virtual, or on-demand training includes background refreshers, onboarding courses, and digital 3-D science guides.

Hands-On Kits

Inquiry-based activities are brought to life using resources supplied in Hands-On Kits and other everyday items.



REAL-WORLD INVESTIGATIONS

Embedding 3-D Instructional Shifts

- Students aren't just given models — they **develop their own** to **explain phenomena** and **solve problems**.
- Science is explored as a **dynamic, creative, and collaborative process** rather than as a collection of facts.
- Students develop a passion for science through the thrill of **experiencing their own aha! moments**.
- Students record their findings in their Twig Journals as they **investigate real-world phenomena** through digital interactives, hands-on labs, video labs, and instructional texts.
- Students **connect, build upon, and reflect on Anchor Phenomena and three-dimensional learning** at module, Driving Question/lesson, and session levels.



STEM Career Explorations

Students gain exposure to dozens of aspirational STEM careers through videos, text, blogs, case studies, digital interactives, and virtual field trips.



In this lesson, I will:

investigate body systems

develop assistive technology

make slime

save the turtles

navigate the skies

form an ecosystem survival plan

analyze the behaviors of animals

construct an eco-city

design a water filtration system

slow the plastic tide

assess the threat from volcanoes

examine fossils

invent a customized helmet

create movie magic

build a beehive



PLAN YOUR LESSON

In **print** or **digital**, whether you're teaching a module focused on an **Anchor Phenomenon** or **Engineering Design Challenge**, Twig Science Middle School puts all the information and tools that you need at your fingertips to plan your instruction.

Lesson 2 | Session 1 The Most Dangerous Volcano

SESSION
1

Engage

Explore / Explain

Elaborate

Evaluate

Driving Question

Are all volcanoes equally dangerous to communities?

Wonder Question

What happens during an eruption?

Investigative Phenomenon

Volcanoes erupt in lots of different ways.

Overview

What Happened Here?

Students consider the effect of an eruption on nearby human populations.

5 min

What Makes Volcanoes Dangerous?

Students make observations of model eruptions using cola bottles.

40 min

Explosivity of Volcanic Eruptions

Students complete an exit ticket about the explosivity of volcanoes.

5 min

Objectives

Students will:

- Observe models of different types of volcanoes and ask questions about explosivity.

Teacher Resources

- In kit: Measuring spoons
- In kit: 1 tbsp of all-purpose adhesive
- 2 × 16.9 fl. oz. bottles of cola (not diet)

For the eruption guided investigation:

- 2 eruption models (see Prep)
- In kit: Safety goggles
- In kit: Plastic table covers

Digital Resources

- Before and After visual
- Module Wonder Questions
- Observing Volcanoes video
- Eruptive Histories visual
- Phenomena Tracker Routine visual

Prep

- ✓ **Create an Auckland Model:** Shake one of the cola bottles a little. Open it so that it loses some of its fizz, and pour out 4–5 cm of cola.
- ✓ **Create a Merapi Model:** Place the other cola bottle in a freezer for approximately 1 hour. Pour out 4–5 cm of cola and gradually add 1 tbsp of adhesive into the bottle, gently shaking as you go so the adhesive doesn't clump. Replace the cap and shake the bottle until the adhesive has broken down and is evenly distributed. Let the bottle return to room temperature—this will take a few hours.
- ✓ **Note:** This investigation was tested with non-diet cola. To replicate results, be sure to use this as opposed to other soft drinks.
- ✓ Identify an outdoor location where the cola bottle eruptions can be modeled. Use a plastic table cover for easy cleanup.

Clear guides to digital and teacher resources aid prep.

54

www.twigscience.com

Driving Questions encourage students to engage in practices to explain phenomena.

Students make sense of phenomena and solve problems.

Color-coded NGSS learning objectives.

Lesson structure, pacing, and planning.

Clear guides to digital and teacher resources aid prep.

Lesson 2 | Session 1 The Most Dangerous Volcano

Engage

Explore / Explain

Elaborate

Evaluate

Built-in discussion prompts and exemplar responses.

What Happened Here?

5 min

Activate Thinking About Eruptions

Remind students of the four locations they were investigating in Lesson 1. **Optional:** Prompt them to look at the images on pages 8–10 in their Twig Journals.

Display the **Before and After visual**. Explain that the images show a region near Merapi, the volcano near Yogyakarta, before and after an eruption in 2010.



- **What differences are there between the before and after images?**
- **What effects do you think the eruption had on the people living nearby?**
I think people died because of the eruption.
Homes were destroyed and covered with ash, so people can't live in them.
Crops probably died, so people wouldn't have enough food.

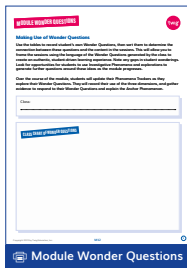
Let students know that 353 people died and over 350,000 people were evacuated from the area.

- **Do you think all eruptions are this dangerous to nearby populations?**

Think Talk—Co-Craft Questions

Display the Class Wonder Questions chart. Refer to the **Module Wonder Questions**, and share the group of questions that students will be investigating in this lesson. If needed, use the Co-Craft Questions language routine to reframe these as investigable questions.

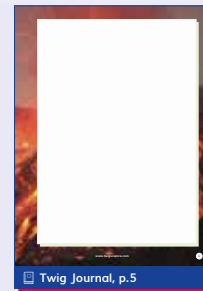
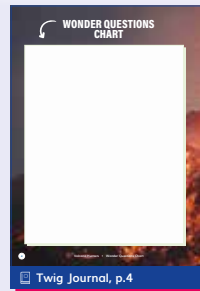
Explain that students can share and add any new questions they have as they work through the module to their Wonder Questions charts on pages 4–5 in their Twig Journals.



Language routines are used to support sense-making and language development.

English Learners

Support students as they discuss their observations of the **Before and After visual**. Pair ELs with a partner who has a higher level of English proficiency to help them share their observations before the discussion. Write **volcano** and **eruption** on the board, say each word, and have students repeat it. Show the visual and point to the damage the volcano caused. Model how to describe what's happening to support students' ability to describe what they're seeing before and after the volcanic eruption. Invite students to repeat, modify, or add to your descriptions with words or gestures.



Scaffolds for honors/advanced, special needs, intervention, and English learners.



3-D PERFORMANCE ASSESSMENTS

Developed in Partnership with Stanford University's SCALE Team

The Twig Science assessment system evaluates student attainment of 3-D Performance Expectations and prepares students for state testing.

Pre-Exploration (Diagnostic Pre-Assessment)

Identify preconceptions and misconceptions that students will address during the module.

Formative Assessment

Ongoing lesson/session assessment reveals student knowledge, reflection, and use of the three dimensions to meet learning objectives.

Pre-Exploration

1. A student gets a new toy for his younger sister's birthday. Four rings are placed on a cylinder. One of the rings floats above the other rings. He wants to recreate an experiment he saw on a computer program. He collects data about the interaction between the boxes and Earth using his boxes and a computer program.

Which question should he investigate to best determine how objects appear to defy the effects of gravity?

- What are the distances between Rings 1-4?
- Do the rings have like or opposite facing poles?
- How did the mass of the rings change as they fell?
- Is there an electric field?




Pre-Exploration

3-D Assessment • Analyze the three patients' diagnoses. Think about how each patient's body systems, composed of cells, are affected by a condition or illness as you use evidence to reason why the claim is correct.

Patient 1	Claim: I think this person has food poisoning.	
-----------	--	---

Evidence: The patient is vomiting. A sample from the patient showed bacteria that are known to cause food poisoning.

Food poisoning affects the digestive system because it affects how the parts of the digestive system (such as the small and large intestine) function. All of the parts of the digestive system are made of cells. When the digestive system is not working correctly, it can cause symptoms like nausea and vomiting.



Formative Assessment

WEAVE STUDIOS Stunt Committee Health and Safety

PRODUCTION TITLE	SCENE NUMBER
Final Reflex	Scene 14
TIME OF DAY:	DAYLIGHT SHOOTING <input checked="" type="checkbox"/> NIGHT SHOOTING <input type="checkbox"/>
IS LOCATION:	INTERIOR <input type="checkbox"/> EXTERIOR <input checked="" type="checkbox"/>
Artist Used in Stunt	Invitation Detail: Stuntperson who will perform fall
Artist: Frieda Goldberg	Invitation Detail: Stuntperson who will perform fall
Artist: Felipe Hassan	Invitation Detail: Stuntperson who will perform fall

Annotated Model of Stunt

Label the model of the stunt falls.



Weave Studios | NEW YORK | 180 Westfield Street, Suite 934
NY 10014 | +1-212-555-5001

Summative Assessment

2. Some students are moving trash outside for their teacher. Marcos is carrying heavy boxes. He remembers learning about gravity in science class and thinks he can use the boxes to recreate an experiment he saw on a computer program.

The mass of Box 1 is 1.5 kg and the mass of Box 2 is 3 kg. The mass of the Earth is 5.97×10^{24} . The table shows what gravitational force each box has on the Earth when at a different distance from the ground.

	1.2 m from Ground	200,000 m from Ground
Box 1's Gravitational Force on Earth (N)	13.2	12.4
Box 2's Gravitational Force on Earth (N)	26.4	24.8

Based on his investigation, which argument can Marcos make about gravity?

- All objects on Earth have nearly the same gravitational force.
- The distance between an object and the ground does not affect gravitational force.
- The distance between objects are both variables that affect gravitational force.
- Expanding the distance between objects increases the strength of gravitational force.

Explain your answer.

12 | Twig Science Middle School

3-D Assessment • Develop models of the energy stores in two systems from your Session 1 investigation. Label the energy stores and transfers in each model, as well as the objects and force interactions.

BALL DROP SYSTEM 1

Models should indicate that:

- The ball dropped from the higher height has more energy in its gravitational potential store than the ball dropped from a lower height.
- The energy in the system stays the same—before the ball is dropped, the energy is in its gravitational potential store.
- The energy transfers to a kinetic store as the ball falls.



BALL DROP SYSTEM 2

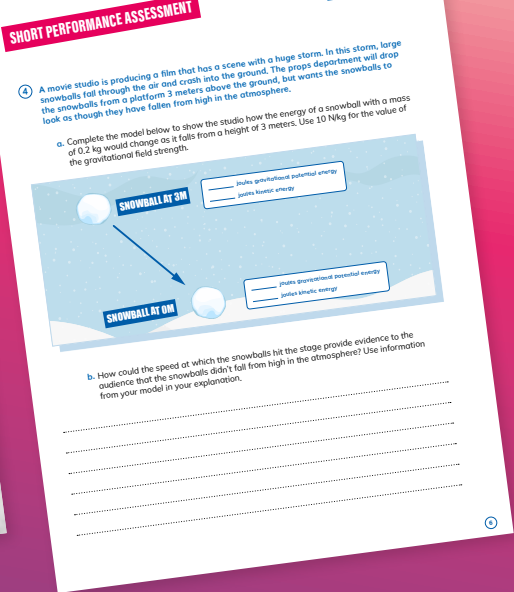


3-D Assessment • For your stunt report for Weave Studios, develop three questions that would help you understand the relationships that affect the electromagnetic forces in your investigation. Describe the observations or data you used that led to these questions. You can use investigations from the Make an Electromagnet digital interactive or analysis of your graphs.

Question	Observations
Does the distance between objects affect the strength of the attraction?	During the investigation, I noticed that when an object was closer to an electromagnet, it was more likely to be attracted.
Students should develop three questions that could help them understand the cause-and-effect relationships that affect electric and magnetic forces. Their questions may relate to the distance of the electromagnet, the objects it attracts, or the strength of the electromagnet.	

Develop and use a hypothesis to predict how you could improve the strength of the electromagnet. Use the term force in your answer.

What the strength of an electromagnet can be improved by changing it. My hypothesis is...

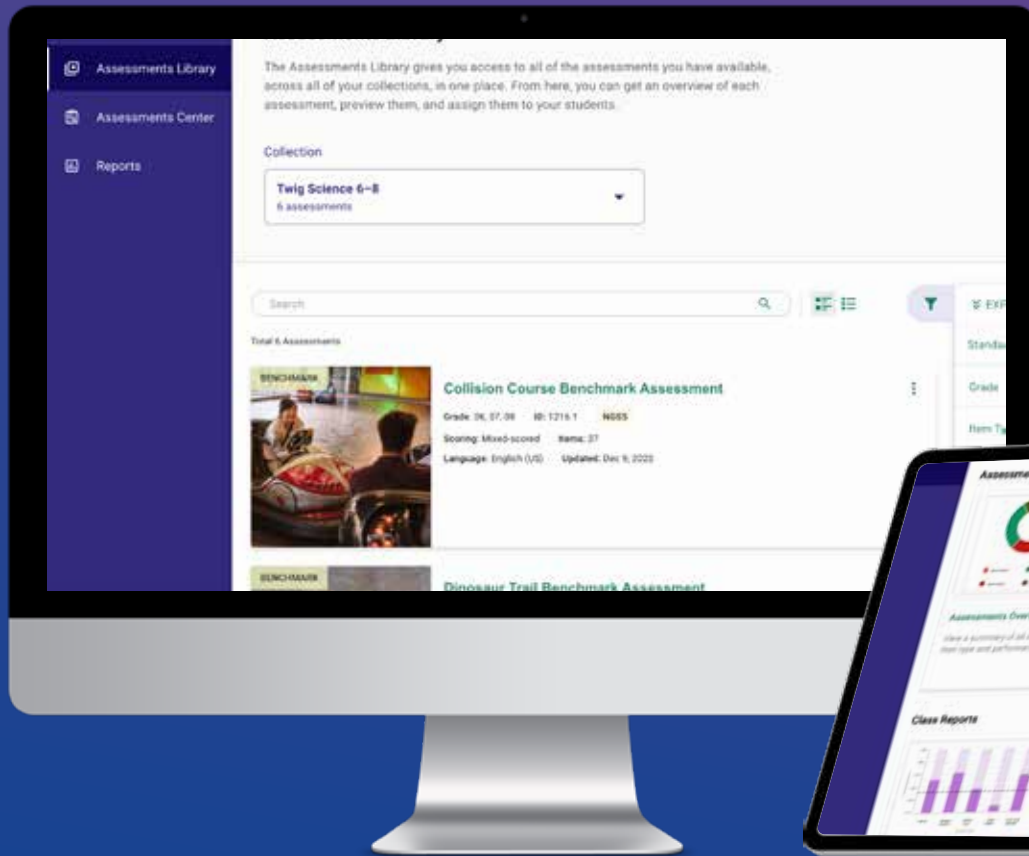


Summative Performance Tasks

Measure student achievement of Performance Expectations through high-engagement tasks. Student and teacher rubrics are provided to establish expectations and provide support.

Summative Benchmark Assessments to Prepare for State Testing

Benchmark Assessments challenge students to apply three-dimensional understanding to new contexts in performance assessments developed by SCALE with multidimensional rubrics.



Assessment Platform

Comprehensive tools for planning, assigning, grading, and analyzing student assessments, with rubric-based scoring and reporting.



SUPPORTING EVERY LEARNER

English Learners and Language Support

English Learner scaffolds for substantial, moderate, and light support toward language proficiency:

- Speaking, listening, reading, and writing language domains
- Linguistic frames, tiered vocabulary support, and Stanford Understanding Language/SCALE routines

Special Needs

Physical Disability

To assist students with visual impairments, ask sighted volunteers to describe the images in the visual. Later in the session, remind students of this visual to emphasize that everything in the Universe, no matter its appearance, is formed from some combination of 118 elements.

Below Level Learners

Support students in the discussion by playing the [Synthetic Dictionary video](#).



Special Needs

Social-Emotional Functioning

Some students may have decided that they are "not good at science and technology." They may have found reinforcement for these attitudes and ideas among their social group. Encourage these students to use KWL charts (you can find templates online) to investigate their thought processes and identify what is influencing their thinking. Add an "H" column to the chart for "How I Learned What I Know." You can also use CER charts to investigate student beliefs and self-knowledge.

Twig Journal, p.8

Twig Journal, p.9

Twig Journal, p.10

Twig Journal, p.11

Special Needs Modifications

Light to moderate support for:

- Fine motor skills
- Physical disability
- Conceptual processing
- Executive functioning
- Social-emotional functioning
- Visual-spatial processing
- Expressive and receptive language

Lesson 1 | Session 1 Should the Residents Be Worried?

Engage | Explore / Explain | Elaborate | Evaluate

What is a Volcano?
 Activate Prior Knowledge About Volcanoes
 Ask students to imagine a volcano. Have them turn to a partner and describe their volcano.
 Invite students to share their descriptions. Write their ideas on the board to create a class description.

Volcano Hunters Anchor Phenomenon
 Observe the Volcano Data
 Arrange students into teams of four. Invite students to observe the images and statements on pages 8-10, and the map on page 11 in their Twig Journals. Prompt students to note a note of any observations on page 11.

Distribute a set of rock samples and a hand lens to each team. Explain that the numbered bags of rock samples correspond with the four locations shown on pages 8-11 in their Twig Journals. Prompt students to make a note of any observations on page 11 in their Twig Journals.

Distribute the envelopes with the slips from the Volcano Headers Headers which show historic data on eruptions which show impacts in each area. Prompt and instruct to read and sort the data on students to read and sort the data on students to read and make a note of any observations on page 11 in their Twig Journals.

Special Needs
 Social-Emotional Functioning
 Some students may have decided that they are "not good at science and technology." They may have found reinforcement for these attitudes and ideas among their social group. Encourage these students to use KWL charts (you can find templates online) to investigate their thought processes and identify what is influencing their thinking. Add an "H" column to the chart for "How I Learned What I Know." You can also use CER charts to investigate student beliefs and self-knowledge.

ACCESS AND EQUITY

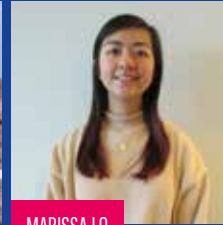
Students are inspired to explore science and engineering careers when they realize that STEM professionals are regular people just like them.

Twig Science Middle School features historical and contemporary examples of STEM professionals from all backgrounds, genders, races, and abilities.

Students experience a wide range of STEM career roles through phenomena-based investigations. Meet the STEM professionals who inspire and motivate students and help them explain phenomena and meet engineering design challenges.



DR. XU XING



MARISSA LO



DR. SAMUEL RAMSEY



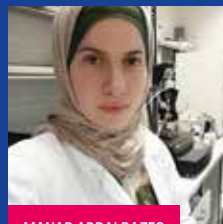
DR. MAZDAK GHAJARI



EMANGA ALOBWEDE



ALEX LEWIS



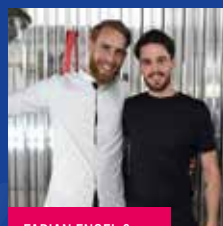
MANAR ABDALRAZEQ



PROFESSOR ROBERT EWERS



DR. SHEEMA ABDUL AZIZ



FABIAN ENGEL & SIMON OSCHWALD



DR. ELENA CUESTA



BRADON COY



You've never seen core like this before



imagineD
classroom



·twig· **SCIENCE**

Imagine Learning is with you every step of the way.

To learn more or to connect with your local account executive, go to www.imaginelearning.com/contact-us

