## **Cross Reference Charts**

## **Cognitive and Process Skills**

Coop: Collaboration/Cooperation Skills, including sharing, team work, leading, contributing, aiding, attempting, considering, guiding and supporting

Motor: Psychomotor Skills, including manipulating materials, cutting, folding, mixing, drawing, building, constructing, running, dancing, sensing, locating, and assembling

Comm: Communication Skills, including interviewing, demonstrating, reporting, persuading, debating, describing, public speaking, drawing, listening, discussing, computing, and performing

Recall: Recalling Information, including recalling, repeating, telling, and listing

Interp: Interpreting Information, including inferring, sequencing, paraphrasing, translating, rewriting, summarizing, generalizing, sequencing, classifying, sorting, charting, categorizing, matching, omitting, isolating, and selecting

Appl: Applying Information, including demonstrating, operating, solving, preparing, applying, relating, and showing

Anal: Analyzing Information, including inquiry, identifying cause and effect,

identifying components and relationships between components, identifying patterns, and comparing and contrasting

Synth: Synthesizing Information, including predicting, hypothesizing, proposing solutions, problem solving, decision making, drawing conclusions, deducing, inducing, inferring, developing and implementing investigations and action plans, inventing, and composing

**Eval:** Evaluating Information, including establishing criteria, verifying, testing, assessing, critiquing results, and defending

| Activity                         | Соор | Motor | Comm | Recall | Interp | Appl | Anal | Synth | Eval |
|----------------------------------|------|-------|------|--------|--------|------|------|-------|------|
| What the Sun Does for Me         |      | х     | х    | х      |        |      |      |       |      |
| Let the Sun Shine Through        | X    | Х     | Х    | Х      | Х      |      | Х    |       |      |
| Shadows in the Schoolyard        | х    | х     | х    | х      | х      |      | х    |       |      |
| What the Wind Does for Me        | X    | х     | х    | х      |        |      |      |       |      |
| Schoolyard Breezes               | х    | х     | х    | X      | х      | X    | х    | х     |      |
| Mapping Wind in the Classroom    | х    | Х     | х    | х      | х      | Х    | х    | х     |      |
| The "Sun"wich                    | х    |       | х    |        |        |      |      |       |      |
| Detecting Schoolyard Food Chains | х    |       | х    | X      | х      | X    | х    | х     |      |
| Photosynthesis Promenade         | X    | Х     |      | Х      | Х      |      |      |       |      |
| Classroom Energy Flow            | X    |       |      | х      |        | Х    | х    | Х     |      |
| Electric Charades                | X    | х     | х    |        | х      |      | х    | Х     | х    |
| Energy Ideas                     |      |       | х    | х      | х      | х    | х    | х     | х    |
| KEEP Adaptations                 |      | х     | х    | х      | х      | Х    | х    |       |      |

Cross Reference Charts | Appendix | Know the Flow of Energy and Your School











