

<b>Aeronautics Educator Guide</b>			
<b>2006 Mathematics</b>			
<b>Grade Level and Grade Span Expectations</b>			
<b>Rhode Island Mathematics</b>			
<b>Grade 2</b>			
<b>Activity/Lesson</b>	<b>State</b>	<b>Standards</b>	
Making Time Fly (80-86)	RI	MA.2.M(DSP)-2-6	In response to a teacher or student generated question or hypothesis, groups decide the most effective method (e.g., survey, observation, experimentation) to collect the data (numerical or categorical) necessary to answer the question; collects, organizes, and appropriately displays the data; analyzes the data to draw conclusions about the question or hypothesis being tested, and when appropriate makes predictions.
Dunked Napkin ( 17-22)	RI	MA.2.M(DSP)-2-1	Interprets a given representation (pictographs with one-to-one correspondence, line plots, tally charts, or tables) to answer questions related to the data, or to analyze the data to formulate conclusions.
Dunked Napkin ( 17-22)	RI	MA.2.M(DSP)-2-6	In response to a teacher or student generated question or hypothesis, groups decide the most effective method (e.g., survey, observation, experimentation) to collect the data (numerical or categorical) necessary to answer the question; collects, organizes, and appropriately displays the data; analyzes the data to draw conclusions about the question or hypothesis being tested, and when appropriate makes predictions.
Wind in Your Socks) (29-35)	RI	MA.2.M(DSP)-2-6	In response to a teacher or student generated question or hypothesis, groups decide the most effective method (e.g., survey, observation, experimentation) to collect the data (numerical or categorical) necessary to answer the question; collects, organizes, and appropriately displays the data; analyzes the data to draw conclusions about the question or hypothesis being tested, and when appropriate makes predictions.
Right Flight (52-59)	RI	MA.2.M(DSP)-2-6	In response to a teacher or student generated question or hypothesis, groups decide the most effective method (e.g., survey, observation, experimentation) to collect the data (numerical or categorical) necessary to answer the question; collects, organizes, and appropriately displays the data; analyzes the data to draw conclusions about the question or hypothesis being tested, and when appropriate makes predictions.

Delta Wing Glider (60-68)	RI	MA.2.M(DSP)-2-6	In response to a teacher or student generated question or hypothesis, groups decide the most effective method (e.g., survey, observation, experimentation) to collect the data (numerical or categorical) necessary to answer the question; collects, organizes, and appropriately displays the data; analyzes the data to draw conclusions about the question or hypothesis being tested, and when appropriate makes predictions.
---------------------------	----	-----------------	--

**Aeronautics Educator Guide**

**2006 Mathematics**

**Grade Level and Grade Span Expectations**

<b>Rhode Island Mathematics</b>			
<b>Grade 3</b>			
<b>Activity/Lesson</b>	<b>State</b>	<b>Standards</b>	
Rotor Motor (69-75)	RI	MA.3.M(DSP)-3-3a	Organizes and displays data using tables, tally charts, and bar graphs, to answer questions related to the data, to analyze the data to formulate conclusions, to make predictions, or to solve problems.
Making Time Fly (80-86)	RI	MA.3.M(DSP)-3-6	In response to a teacher or student generated question or hypothesis, groups decide the most effective method (e.g., survey, observation, experimentation) to collect the data (numerical or categorical) necessary to answer the question; collects, organizes, and appropriately displays the data; analyzes the data to draw conclusions about the question or hypothesis being tested, and when appropriate makes predictions.
Where is North? The Compass Can Tell Us (87-90)	RI	MA.3.M(G&M)-3-9	Demonstrates understanding of spatial relationships using location and position by interpreting and giving directions from one location to another (e.g., classroom to the gym, from school to home) using positional words; and between locations on a map or coordinate grid (first quadrant) using positional words or compass directions.
Dunked Napkin ( 17-22)	RI	MA.3.M(DSP)-3-1	Interprets a given representation (line plots, tally charts, tables, or bar graphs) to answer questions related to the data, to analyze the data to formulate conclusions, or to make predictions.

Dunked Napkin ( 17-22)	RI	MA.3.M(DSP)-3-6	In response to a teacher or student generated question or hypothesis, groups decide the most effective method (e.g., survey, observation, experimentation) to collect the data (numerical or categorical) necessary to answer the question; collects, organizes, and appropriately displays the data; analyzes the data to draw conclusions about the question or hypothesis being tested, and when appropriate makes predictions.
Paper Bag Mask (23-28)	RI	MA.3.M(DSP)-3-1	Interprets a given representation (line plots, tally charts, tables, or bar graphs) to answer questions related to the data, to analyze the data to formulate conclusions, or to make predictions.
Wind in Your Socks) (29-35)	RI	MA.3.M(DSP)-3-6	In response to a teacher or student generated question or hypothesis, groups decide the most effective method (e.g., survey, observation, experimentation) to collect the data (numerical or categorical) necessary to answer the question; collects, organizes, and appropriately displays the data; analyzes the data to draw conclusions about the question or hypothesis being tested, and when appropriate makes predictions.
Right Flight (52-59)	RI	MA.3.M(DSP)-3-1	Interprets a given representation (line plots, tally charts, tables, or bar graphs) to answer questions related to the data, to analyze the data to formulate conclusions, or to make predictions.
Right Flight (52-59)	RI	MA.3.M(DSP)-3-6	In response to a teacher or student generated question or hypothesis, groups decide the most effective method (e.g., survey, observation, experimentation) to collect the data (numerical or categorical) necessary to answer the question; collects, organizes, and appropriately displays the data; analyzes the data to draw conclusions about the question or hypothesis being tested, and when appropriate makes predictions.
Delta Wing Glider (60-68)	RI	MA.3.M(DSP)-3-3a	Organizes and displays data using tables, tally charts, and bar graphs, to answer questions related to the data, to analyze the data to formulate conclusions, to make predictions, or to solve problems.

Delta Wing Glider (60-68)	RI	MA.3.M(DSP)-3-6	In response to a teacher or student generated question or hypothesis, groups decide the most effective method (e.g., survey, observation, experimentation) to collect the data (numerical or categorical) necessary to answer the question; collects, organizes, and appropriately displays the data; analyzes the data to draw conclusions about the question or hypothesis being tested, and when appropriate makes predictions.
<b>Aeronautics Educator Guide</b>			
<b>2006 Mathematics</b>			
<b>Grade Level and Grade Span Expectations</b>			
<b>Rhode Island Mathematics</b>			
<b>Grades 3-5</b>			
<b>Activity/Lesson</b>	<b>State</b>	<b>Standards</b>	
<b>Aeronautics Educator Guide</b>			
<b>2006 Mathematics</b>			
<b>Grade Level and Grade Span Expectations</b>			
<b>Rhode Island Mathematics</b>			
<b>Grade 4</b>			
<b>Activity/Lesson</b>	<b>State</b>	<b>Standards</b>	
Rotor Motor (69-75)	RI	MA.4.M(DSP)-4-3	Organizes and displays data using tables, line plots, bar graphs, and pictographs to answer questions related to the data, to analyze the data to formulate or justify conclusions, to make predictions, or to solve problems.
Making Time Fly (80-86)	RI	MA.4.M(DSP)-4-6	In response to a teacher or student generated question or hypothesis, groups decide the most effective method (e.g., survey, observation, experimentation) to collect the data (numerical or categorical) necessary to answer the question; collects, organizes, and appropriately displays the data; analyzes the data to draw conclusions about the question or hypothesis being tested, and when appropriate makes predictions; and asks new questions and makes connections to real world situations.
We Can Fly, You and I: Interdisciplinary Learning (107-108)	RI	MA.4.M(G&M)-4-5	Demonstrates conceptual understanding of similarity by applying scales on maps, or applying characteristics of similar figures (same shape but not necessarily the same size) to identify similar figures, or to solve problems involving similar figures. Describes relationships using models or explanations.
Dunked Napkin ( 17-22)	RI	MA.4.M(DSP)-4-1	Interprets a given representation (line plots, tables, bar graphs, pictographs, or circle graphs) to answer questions related to the data, to analyze the data to formulate or justify conclusions, to make predictions, or to solve problems.

Dunked Napkin ( 17-22)	RI	MA.4.M(DSP)-4-6	In response to a teacher or student generated question or hypothesis, groups decide the most effective method (e.g., survey, observation, experimentation) to collect the data (numerical or categorical) necessary to answer the question; collects, organizes, and appropriately displays the data; analyzes the data to draw conclusions about the question or hypothesis being tested, and when appropriate makes predictions; and asks new questions and makes connections to real world situations.
Paper Bag Mask (23-28)	RI	MA.4.M(DSP)-4-1	Interprets a given representation (line plots, tables, bar graphs, pictographs, or circle graphs) to answer questions related to the data, to analyze the data to formulate or justify conclusions, to make predictions, or to solve problems.
Right Flight (52-59)	RI	MA.4.M(DSP)-4-1	Interprets a given representation (line plots, tables, bar graphs, pictographs, or circle graphs) to answer questions related to the data, to analyze the data to formulate or justify conclusions, to make predictions, or to solve problems.
Right Flight (52-59)	RI	MA.4.M(DSP)-4-6	In response to a teacher or student generated question or hypothesis, groups decide the most effective method (e.g., survey, observation, experimentation) to collect the data (numerical or categorical) necessary to answer the question; collects, organizes, and appropriately displays the data; analyzes the data to draw conclusions about the question or hypothesis being tested, and when appropriate makes predictions; and asks new questions and makes connections to real world situations.
Delta Wing Glider (60-68)	RI	MA.4.M(DSP)-4-1	Interprets a given representation (line plots, tables, bar graphs, pictographs, or circle graphs) to answer questions related to the data, to analyze the data to formulate or justify conclusions, to make predictions, or to solve problems.
Delta Wing Glider (60-68)	RI	MA.4.M(DSP)-4-3	Organizes and displays data using tables, line plots, bar graphs, and pictographs to answer questions related to the data, to analyze the data to formulate or justify conclusions, to make predictions, or to solve problems.

Delta Wing Glider (60-68)	RI	MA.4.M(DSP)-4-6	In response to a teacher or student generated question or hypothesis, groups decide the most effective method (e.g., survey, observation, experimentation) to collect the data (numerical or categorical) necessary to answer the question; collects, organizes, and appropriately displays the data; analyzes the data to draw conclusions about the question or hypothesis being tested, and when appropriate makes predictions; and asks new questions and makes connections to real world situations.
---------------------------	----	-----------------	---