

<b>Learning to Fly: The Wright Brother's Adventure</b>			
<b>2006 Science</b>			
<b>Grade Level and Grade Span Expectations</b>			
<b>Rhode Island Science</b>			
<b>Grades 5-6</b>			
<b>Activity/Lesson</b>	<b>State</b>	<b>Standards</b>	
1901: The First Improvement	RI	SCI.5-6.PS3 (5-6)–8b	The motion of an object is affected by forces: recognizing that a force is a push or a pull.
1904: Improvement in Dayton	RI	SCI.5-6.PS3 (5-6)–8b	The motion of an object is affected by forces: recognizing that a force is a push or a pull.
1904: Improvement in Dayton	RI	SCI.5-6.PS3 (5-6)–8c	The motion of an object is affected by forces: explaining that changes in speed or direction of motion are caused by forces.
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<b>2006 Science</b>			
<b>Grade Level and Grade Span Expectations</b>			
<b>Rhode Island Science</b>			
<b>Grades 7-8</b>			
<b>Activity/Lesson</b>	<b>State</b>	<b>Standards</b>	
Wright Brothers: 1900 Glider	RI	SCI.7-8.PS3 (7-8)–8a	measuring distance and time for a moving object and using those values as well as the relationship $s=d/t$ to calculate speed and graphically represent the data.
Wright Brothers: 1900 Glider	RI	SCI.7-8.PS3 (7-8)–8b	solving for any unknown in the expression $s=d/t$ given values for the other two variables.
1903: Powered Flight	RI	SCI.7-8.PS3 (7-8)–8c	differentiating among speed, velocity and acceleration.
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<b>Grades 9-11</b>			
<b>Activity/Lesson</b>	<b>State</b>	<b>Standards</b>	
Wright Brothers: 1900 Glider	RI	SCI.9-11.ESS3 (9-11)–5a	using appropriate prompts (diagrams, charts, narratives, etc.) students will explain how scientific knowledge regarding the structure of the universe has changed over time due to advances in technology which accumulates new evidence to redefine scientific theories and ideas.
Wright Brothers: 1901 Glider	RI	SCI.9-11.ESS3 (9-11)–5a	using appropriate prompts (diagrams, charts, narratives, etc.) students will explain how scientific knowledge regarding the structure of the universe has changed over time due to advances in technology which accumulates new evidence to redefine scientific theories and ideas.

Wright Brothers: 1902 Glider	RI	SCI.9-11.ESS3 (9-11)-5a	using appropriate prompts (diagrams, charts, narratives, etc.) students will explain how scientific knowledge regarding the structure of the universe has changed over time due to advances in technology which accumulates new evidence to redefine scientific theories and ideas.
Wright Brothers: 1902 Glider	RI	SCI.9-11.LS3 (9-11)-6a	using given data (diagrams, charts, narratives, etc.) and advances in technology to explain how our understanding of genetic variation has developed over time.
Wright Brothers: 1903 Flyer	RI	SCI.9-11.ESS3 (9-11)-5a	using appropriate prompts (diagrams, charts, narratives, etc.) students will explain how scientific knowledge regarding the structure of the universe has changed over time due to advances in technology which accumulates new evidence to redefine scientific theories and ideas.
1900: Kitty Hawks	RI	SCI.9-11.ESS3 (9-11)-5a	using appropriate prompts (diagrams, charts, narratives, etc.) students will explain how scientific knowledge regarding the structure of the universe has changed over time due to advances in technology which accumulates new evidence to redefine scientific theories and ideas.
1901: The First Improvement	RI	SCI.9-11.PS3 (9-11)-8a	predicting and/or graphing the path of an object in different reference planes and explain how and why (forces) it occurs.
1903: Powered Flight	RI	SCI.9-11.PS3 (9-11)-9a	explaining through words, charts, diagrams, and models the effects of distance and the amount of mass on the gravitational force between objects (e.g. Universal Gravitation Law).