

<p>Green Leaves and Ladybugs</p>	<p><b>Science Standards</b></p> <p>K-1.1 Identify observed objects or events by using the senses.          K-1.2 Use tools (including magnifiers and eyedroppers) safely, accurately, and appropriately when gathering</p> <p>K-1.3 Predict and explain information or events based on observation or previous experience.          K-1.4 Compare objects by using nonstandard units of measurement.          K-1.5 Use appropriate safety procedures when conducting investigations.</p> <p>K-2.1 Recognize what organisms need to stay alive (including air, water, food, and shelter).          K-2.2 Identify examples of organisms and nonliving things.          K-2.4 Compare individual examples of a particular type of plant or animal to determine that there are individuals.          K-2.5 Recognize that all organisms go through stages of growth and change called life cycles.</p> <p>1-1.1 Compare, classify, and sequence objects by number, shape, texture, size, color, and motion, using measurement where appropriate.          1-1.2 Use tools (including rulers) safely, accurately, and appropriately when gathering specific data.          1-1.3 Carry out simple scientific investigations when given clear directions.          1-1.4 Use appropriate safety procedures when conducting investigations.</p> <p>1-2.1 Recall the basic needs of plants (including air, water, nutrients, space, and light) for energy and          1-2.2 Illustrate the major structures of plants (including stems, roots, leaves, flowers, fruits, and seeds).          1-2.4 Summarize the life cycle of plants (including germination, growth, and the production of flowers and          1-2.6 Identify characteristics of plants (including types of stems, roots, leaves, flowers, and seeds) that help own distinct environments.</p>
<p>Go to Work</p>	<p><b>Social Studies</b></p> <p>K-2.1 Explain the purposes of rules and laws and the consequences of breaking them, including he sometimes unspoken rules of sportsmanship and fair play. (P)          K-2.2 Summarize the roles of people in authority in a child's life, including those of parents and teachers. (P)          K-2.3 Identify people in the community and school who enforce the rules that keep people safe, including crossing guards, firefighters, and police officers. (P)          K-6.1 Classify several community businesses according to the goods and services they provide. (E)          K-6.2 Summarize methods of obtaining goods and services. (E)          K-6.3 Match descriptions of work to the names of jobs in the school and local community, in the past and present, including jobs related to safety. (E, H)          1-6.2 Explain methods for obtaining goods and services, including buying with money and bartering. (E)          1-6.3 Identify ways that families and communities cooperate and compromise in order to meet their needs and wants. (E, P)          1-6.4 Recognize the roles of producers and consumers and the ways in which they are interdependent. (E)</p> <p><b>Language Arts</b></p> <p>K4.1 Generate ideas for writing by using techniques (for example, participating in conversations and looking at pictures).          K4.2 Generate complete sentences orally.          K6.1 Generate <i>how</i> and <i>why</i> questions about a topic of interest.          K6.3 Classify information by constructing categories (for example, living and nonliving things).          K6.4 Use complete sentences when orally communicating with others.          K6.5 Follow one and two step oral directions.          1-3.20 Use pictures and words to construct meaning.          1-3.21 Recognize environmental print (for example, signs in the school, road signs, restaurant and store signs, and logos).          1-6.1 Generate <i>how</i> and <i>why</i> questions about a topic of interest.-          1-6.5 Use complete sentences when orally presenting information.          1-6.6 Follow one and two step oral directions.</p>
<p>Germes, Germes, Germes</p>	<p><b>SC Health and Safety Standard: Content Area 1: Personal Health and Wellness, (Standard 1)</b>          Students will be able to comprehend health promotion and disease concepts.</p> <ul style="list-style-type: none"> <li>• Students will be able to identify personal practices that promote health and safety.</li> <li>• Students will be able to give reasons healthy behaviors prevent disease.</li> <li>• Students will be able to explain how the environment affects health.</li> </ul> <p><b>Science Standards Kindergarten – Scientific Inquiry (K-1)</b>          K-1.1 Students will identify observed objects or events by using the senses.          K-1.2 Students will use tools safely, accurately, and appropriately when gathering specific data.          K-1.3 Students will predict and explain information or events based on observation or previous experience.</p> <p><b>Science Standards First Grade – Scientific Inquiry (Standard 1-1)</b></p>

	<p>1-1.2 Students will use tools safely accurately and appropriately when gathering specific data.          1-1.3 Students will carry out simple scientific investigations when given clear directions.  <b>Science Standards Second Grade – Scientific Inquiry ( Standard 2-1)</b>          2-1.1 Students will carry out simple investigations to answer questions about familiar objects and events.          2-1.2 Students will use tools safely, accurately and appropriately when gathering specific data.          2-1.3 Students will infer explanations regarding scientific observations and experiences.  <b>ELA Standards Kindergarten – Communication: Speaking/Listening (K-C)</b> The student will use speaking skills to participate in large and small groups in both formal and informal situations          K-C 1.3 Demonstrate the ability to take turns in conversations and stay on topic.          K-C1.5 Demonstrate the ability to participate in conversations and discussions by responding appropriately.          K-C2.3 Demonstrate the ability to listen for meaning in conversations and discussions.  <b>ELA Standards First Grade – Communication: Speaking/Listening</b> The student will use speaking skills to participate in large and small groups in both formal and informal situations. The student will use listening skills to comprehend and analyze information he or she receives in formal and informal situations.          1-C1.4 Demonstrate the ability to participate in conversations and discussions by responding appropriately.          1-C1.12 Demonstrate the ability to summarize conversations and discussions.          1-C2.2 Begin following multi-step directions.          1-C2.4 Demonstrate the ability to listen for meaning in conversations and discussions.          1-C2.5 Demonstrate the ability to focus attention on the person who is speaking and listen politely without interrupting</p>
Let's Get Curious!	<p><b>Science Standards</b>          K-1.1 Identify observed objects or events by using the senses.          K-1.2 Use tools (including magnifiers and eyedroppers) safely, accurately, and appropriately when gathering specific data.          K-1.3 Predict and explain information or events based on observation or previous experience.          K-1.4 Compare objects by using nonstandard units of measurement.          K-1.5 Use appropriate safety procedures when conducting investigations.          K-5.1 Classify objects by observable properties (including size, color, shape, magnetic attraction, heaviness, texture, and the ability to float in water).          1-1.1 Compare, classify, and sequence objects by number, shape, texture, size, color, and motion, using standard English units of measurement where appropriate.          1-1.5 Use tools (including rulers) safely, accurately, and appropriately when gathering specific data.          1-1.6 Carry out simple scientific investigations when given clear directions.          1-1.7 Use appropriate safety procedures when conducting investigations.</p> <p><b>Math Standards</b>          K-5.2 Compare the lengths of two objects, both directly and indirectly, to order objects according to length.          K-5.3 Use nonstandard units to explore the measurement concepts of length and weight.          K-5.4 Identify rulers, yardsticks, and tape measures as devices used to measure length; scales and balances as devices used to measure weight; calendars and analog and digital clocks as devices used to measure time; and digital and standard thermometers as devices used to measure temperature.          K-5.5 Understand which measure—length, weight, time, or temperature—is appropriate for a given situation.          1-5.4 Use whole-inch units to measure the length of an object.          1-5.5 Generate common referents for whole inches.          1-5.6 Use common referents to make estimates in whole inches.</p>
Healthy Me, Healthy You	<p><b>Health Standards</b>  <b>Content Area I:</b>  <b>Standard 3:</b> Demonstrate the ability to practice behaviors that enhance health and reduce risks.  <b>By the end of grade five, students should be able to</b>          · demonstrate strategies for accepting responsibility for personal health behaviors and          · demonstrate strategies to improve or maintain personal health, dental care, hygiene, wellness, fitness, and disease prevention.  <b>Standard 7:</b> Demonstrate the ability to advocate for personal, family, and community health.  <b>By the end of grade five, students should be able to</b>          · explain ways or strategies to influence and support others in making positive health choices.  <b>Content Area II:</b>  <b>Standard 1:</b> Comprehend health promotion and disease prevention concepts.  <b>By the end of grade five, students should be able to</b>          · classify foods by their type, function, and nutritional content;          · explain the short and long -term benefits and risks of nutritional choices;          · explain the structure and function of the digestive system; and          · recognize the relationship among food intake, physical activity, and health.  <b>Standard 2:</b> Access valid health information, products, and services.  <b>By the end of grade five, students should be able to</b></p>

	<ul style="list-style-type: none"> <li>- demonstrate the ability to locate valid nutrition information (e.g., food labels, <i>Dietary Guidelines for Americans</i>, Food Guide Pyramid, school nutrition services).</li> <li>- use the <i>Dietary Guidelines for Americans</i> and the Food Guide Pyramid as guides for making healthy food choices;</li> <li>- describe reliable sources of nutrition information; and</li> <li>- demonstrate the ability to locate community nutrition-related resources.</li> </ul>
<p>Fire and Life Safety</p>	<p><b>Social Studies</b>          K-2.2 Summarize the roles of people in authority in a child's life, including those of parents and teachers. (P)          K-2.3 Identify people in the community and school who enforce the rules that keep people safe, including crossing guards, firefighters, and police officers. (P)          1-3.2 Summarize of the concept of authority and give examples of people in authority, including school officials, public safety officers, and government officials. (P)          2-2.3 Summarize the roles of various workers in the community, including those who hold government jobs there. (E)          2-3.2 Identify the roles of leaders and officials in local government, including law enforcement and public safety officials. (P)</p> <p><b>ELA Standards Kindergarten – Communication: Speaking/Listening (K-C)</b> The student will use speaking skills to participate in large and small groups in both formal and informal situations          K-C 1.3 Demonstrate the ability to take turns in conversations and stay on topic.          K-C1.5 Demonstrate the ability to participate in conversations and discussions by responding appropriately.          K-C2.3 Demonstrate the ability to listen for meaning in conversations and discussions.</p> <p><b>ELA Standards First Grade – Communication: Speaking/Listening</b> The student will use speaking skills to participate in large and small groups in both formal and informal situations. The student will use listening skills to comprehend and analyze information he or she receives in formal and informal situations.          1-C1.4 Demonstrate the ability to participate in conversations and discussions by responding appropriately.          1-C1.12 Demonstrate the ability to summarize conversations and discussions.          1-C2.2 Begin following multi-step directions.          1-C2.4 Demonstrate the ability to listen for meaning in conversations and discussions.          1-C2.5 Demonstrate the ability to focus attention on the person who is speaking and listen politely without interrupting.</p> <p><b>Health Standards</b>  <b>Content Area 4:</b> Preventing Injuries  <b>Standard 1:</b> Comprehend health promotion and disease prevention concepts.  <b>By the end of grade five, students should be able to</b>          - identify hazards to personal safety related to the environment and the type of injury;          - identify the consequences of violent or unsafe behavior;          - identify and develop safety strategies to avoid violence and injury to self or others; and          - identify steps to follow for emergencies related to the six types of injuries in home, school, and community environments, including varying weather conditions  <b>Standard 2:</b> Access valid health information, products, and services.  <b>By the end of grade five, students should be able to</b>          - demonstrate the ability to locate community resources and services that contribute to a safe and healthy environment and          - describe and participate in school emergency procedures.  <b>Standard 3:</b> Demonstrate the ability to practice behaviors that enhance health and reduce risks.  <b>By the end of grade five, students should be able to</b>          - demonstrate strategies for reducing or avoiding unsafe situations;          - demonstrate appropriate responses to emergency situations, including first-aid procedures; and          - identify potentially hazardous household products.</p> <p><b>Standard 4:</b> Analyze the influence of personal beliefs, technology, and other factors on health.  <b>By the end of grade five, students should be able to</b>          - identify violent and risk behaviors and situations in mass media samples;          - describe mass media influences on behaviors associated with risk-taking and violence;          - recognize peer influences on strategies for dealing with conflict and safety; and          - describe how family and friends influence personal safety practices.  <b>Standard 5:</b> Use interpersonal communication skills to enhance health.  <b>By the end of grade five, students should be able to</b>          - demonstrate refusal skills to enhance health and reduce exposure to risks;          - demonstrate the use of negotiation skills to promote personal safety; and          - demonstrate nonviolent strategies to resolve conflicts.  <b>Standard 6:</b> Use goal-setting and decision-making skills to enhance health.  <b>By the end of grade five, students should be able to</b>          - predict consequences of unsafe behaviors;          - demonstrate the ability to apply an age-appropriate decision-making process to reduce risk of harm to self and others; and          - explain when to ask for assistance in making decisions related to safety of self and others.</p>

	<p><b>Standard 7:</b> Demonstrate the ability to advocate for personal, family, and community health.  <b>By the end of grade five, students should be able to</b>          - demonstrate strategies to influence and support others in practicing behaviors for safe living and          - promote positive conflict resolution with peers and family.</p>
Recycle, Reuse and Rethink	<p><b>ELA</b>          K-3.1 Use pictures and context to construct the meaning of unfamiliar words in texts read aloud.          1-1.10 Explain cause and effect relationships presented in literary text.          1&amp; 2 -6.1 Generate <i>how</i> and <i>why</i> questions about a topic of interest.          1-6.6 Follow one and two step oral directions.          2-3.2 Construct meaning through a knowledge of base words, prefixes (including <i>un, re, pre, bi, mis, dis</i>) and suffixes (including <i>er, est, ful</i>) in context.  <b>Social Studies</b>          K-5.4 Recognize natural features of the environment, including mountains and bodies of water, through pictures, literature, and models. (G)  <b>Science</b> – Using the Scientific Method all grades.</p>
From Here to Timbuktu:	<p><b>Social Studies</b>  <b>Kindergarten</b>  <b>Standard K-5:</b> The student will demonstrate an understanding of his or her surroundings.  <b>Grade 1</b>  <b>Standard 1-1:</b> The student will demonstrate an understanding of how individuals, families, and communities live and work together here and across the world.  <b>Standard 1-2:</b> The student will demonstrate an understanding of home, school, and other settings across the world.  <b>Grade 2</b>  <b>Standard 2-2:</b> The student will demonstrate an understanding of the local community and the way it compares with other communities in the world.  <b>Standard 2-4:</b> The student will demonstrate an understanding of the division of the world geographically into continents and politically into nation-states.</p>
Come to Your Senses	<p><b>South Carolina Health and Safety Standards Addressed:</b> Content Area <i>Personal Health and Wellness</i> (Standard 1) <i>Comprehend health promotion and disease prevention concepts</i></p> <ul style="list-style-type: none"> <li>Identify the structure and function of the major systems of the human body</li> </ul> <p><b>South Carolina Science Standards Addressed:</b> Content Area (Standard K-3 My Body) Demonstrate an understanding of the distinct structures of the human body and the different functions they serve.</p> <ul style="list-style-type: none"> <li>Identify the distinct structures in the human body that are for walking, holding, touching, seeing, smelling, hearing, talking, and tasting.</li> <li>Identify the functions of the sensory organs (including the eyes, nose, ears, tongue, and skin).</li> </ul> <p><b>South Carolina Approaches to Learning for 3-5 Year Olds:</b> Content Area (Physical Development PD1) Gross Motor Development</p> <ul style="list-style-type: none"> <li>Children increasingly move their bodies in ways that demonstrate control, balance, and coordination.</li> </ul> <p>Content Area (Physical Development PD2). Fine Motor Development</p> <ul style="list-style-type: none"> <li>Children use their fingers and hands in ways that develop hand to eye coordination, strength, control and object manipulation</li> </ul>
Discovering Chagall	<p><b>ELA Standard 6 K –4<sup>th</sup> grade</b>          6. The student will access and use information from a variety of sources.  <b>Science Standards 1<sup>st</sup> – 4<sup>th</sup> grade</b>          4-5.3 Summarize how light travels and explain what happens when it strikes an object (including reflection, refraction, and absorption).          4-5.4 Compare how light behaves when it strikes transparent, translucent, and opaque materials.  <b>Visual Arts Standards K – 4<sup>th</sup> grade</b>          A. Identify differences among media, techniques, and processes used in the visual arts.          B. Use a variety of media, techniques, and processes to communicate ideas, experiences, and stories through their artworks.          C. Use art materials and tools in a safe and responsible manner.</p>
Dr. Kitchen Science	<p><b>Science</b>          K-5.1 Classify objects by observable properties (including size, color, shape, magnetic attraction, heaviness, texture, and the ability to float in water).          K-5.2 Compare the properties of different types of materials (including wood, plastic, metal, cloth, and paper) from which objects are made.          2-4.1 Recall the properties of solids and liquids.          2-4.2 Exemplify matter that changes from a solid to a liquid and from a liquid to a solid.          2-4.3 Explain how matter can be changed in ways such as heating or cooling, cutting or tearing, bending or stretching.          2-4.4 Recognize that different materials can be mixed together and then separated again.          3-4.1 Classify different forms of matter (including solids, liquids, and gases) according to their observable and measurable properties.</p>

	<p>3-4.2 Explain how water and other substances change from one state to another (including melting, freezing, condensing, boiling)</p> <p>5-4.1 Recall that matter is made up of particles too small to be seen.</p> <p>5-4.2 Compare the physical properties of the states of matter (including volume, shape, and the movement and spacing of particles).</p> <p>5-4.3 Summarize the characteristics of a mixture, recognizing a solution as a kind of mixture.</p> <p>5-4.7 Illustrate the fact that when some substances are mixed together, they chemically combine to form a new substance that cannot be easily separated.</p>
Colder than Ice	<p><b>Science</b></p> <p>3-1.3 Generate questions such as “what if?” or “how?” about objects, organisms, and events in the environment and use those questions to conduct a simple scientific investigation.</p> <p>3-1.4 Predict the outcome of a simple investigation and compare the result with the prediction.</p> <p>3-1.5 Use tools (including beakers, meter tapes and sticks, forceps/tweezers, tuning forks, graduated cylinders, and graduated syringes) safely, accurately, and appropriately when gathering specific data.</p> <p>3-4.1 Classify different forms of matter (including solids, liquids, and gases) according to their observable and measurable properties.</p> <p>3-4.3 Explain how water and other substances change from one state to another (including melting, freezing, condensing, boiling, and evaporating).</p> <p>3-4.3 Explain how heat moves easily from one object to another through direct contact in some materials (called conductors) and not so easily through other materials (called insulators).</p> <p>3-4.4 Identify sources of heat and exemplify ways that heat can be produced (including rubbing, burning, and using electricity).</p> <p>5-1.1 Identify questions suitable for generating a hypothesis.</p> <p>5-1.3 Evaluate results of an investigation to formulate a valid conclusion based on evidence and communicate the findings of the evaluation in oral or written form.</p> <p>5-4.4 Compare the physical properties of the states of matter (including volume, shape, and the movement and spacing of particles).</p>
My Amazing Body	<p><b>Health Standards</b></p> <p><b>Content Area I:</b></p> <p><b>Standard 3:</b> Demonstrate the ability to practice behaviors that enhance health and reduce risks.  <b>By the end of grade five, students should be able to</b></p> <ul style="list-style-type: none"> <li>· demonstrate strategies for accepting responsibility for personal health behaviors and</li> <li>· demonstrate strategies to improve or maintain personal health, dental care, hygiene, wellness, fitness, and disease prevention.</li> </ul> <p><b>Standard 7:</b> Demonstrate the ability to advocate for personal, family, and community health.  <b>By the end of grade five, students should be able to</b></p> <ul style="list-style-type: none"> <li>· explain ways or strategies to influence and support others in making positive health choices.</li> </ul> <p><b>Content Area II:</b></p> <p><b>Standard 1:</b> Comprehend health promotion and disease prevention concepts.  <b>By the end of grade five, students should be able to</b></p> <ul style="list-style-type: none"> <li>· classify foods by their type, function, and nutritional content;</li> <li>· explain the short and long -term benefits and risks of nutritional choices;</li> <li>· explain the structure and function of the digestive system; and</li> <li>· recognize the relationship among food intake, physical activity, and health.</li> </ul> <p><b>Standard 2:</b> Access valid health information, products, and services.  <b>By the end of grade five, students should be able to</b></p> <ul style="list-style-type: none"> <li>· demonstrate the ability to locate valid nutrition information (e.g., food labels, <i>Dietary Guidelines for Americans</i>, Food Guide Pyramid, school nutrition services).</li> <li>· use the <i>Dietary Guidelines for Americans</i> and the Food Guide Pyramid as guides for making healthy food choices;</li> <li>· describe reliable sources of nutrition information; and</li> <li>· demonstrate the ability to locate community nutrition-related resources.</li> </ul>
Zap!	◆*◆◆
Garbology 101	<p><b>Science – Using the Scientific Method</b></p> <p>4-2.6 Explain how organisms cause changes in their environment.</p> <p>5-3.6 Explain how human activity (including conservation efforts and pollution) has affected the land and the oceans of Earth.</p> <p><b>Social Studies</b></p> <p>3-1.4 Explain the effects of human systems on the physical landscape of South Carolina over time, including the distribution and patterns of migration to natural resources, climate, agriculture, and economic development. (G, E,</p>
Extreme Weather	<p>4-4: The student will demonstrate an understanding of weather patterns and phenomena. (Earth Science)</p> <p>5-5: The student will demonstrate an understanding of the nature of force and motion. (Physical Science)</p> <p>6-4: The student will demonstrate an understanding of the relationship between Earth’s</p>

	atmospheric properties and processes and its weather and climate. (Earth Science)
Money Matters	<p><b>Math</b></p> <p>4-1.1 Analyze information to solve increasingly more sophisticated problems.</p> <p>4-1.3 Explain and justify answers to problems on the basis of mathematical properties, structures, and relationships on mathematical properties, structures, and relationships.</p> <p>4-1.6 Generalize connections between new mathematical ideas and related concepts and subjects that have been previously considered.</p> <p>5-1.1 Analyze information to solve increasingly more sophisticated problems.</p> <p>5-1.3 Explain and justify answers based on mathematical properties, structures, and relationships.</p> <p>5-1.5 Use correct, clear, and complete oral and written mathematical language to pose questions, communicate ideas, and extend problem situations.</p> <p>6-1.1 Generate and solve complex abstract problems that involve modeling physical, social, and/or mathematical phenomena.</p> <p>6-1.2 Evaluate conjectures and pose follow-up questions to prove or disprove conjectures.</p> <p>6-1.3 Use inductive and deductive reasoning to formulate mathematical arguments.</p> <p>6-1.7 Generalize connections among a variety of representational forms and real-world situations.</p> <p>6-1.8 Use standard and nonstandard representations to convey and support mathematical relationships.</p>
Let's Get Inventive	<p><b>Science Standards 5<sup>th</sup> grade</b></p> <p>5-1.1 Identify questions suitable for generating a hypothesis.</p> <p>5-1.2 Identify independent (manipulated), dependent (responding), and controlled variables in an experiment.</p> <p>5-1.4 Plan and conduct controlled scientific investigations, manipulating one variable at a time.</p> <p>5-1.5 Construct a line graph from recorded data with correct placement of independent (manipulated) and dependent (responding) variables.</p> <p>5-1.6 Evaluate results of an investigation to formulate a valid conclusion based on evidence and communicate the findings of the evaluation in oral or written form.</p> <p>5-1.7 Use a simple technological design process to develop a solution or a product, communicating the design by using descriptions, models, and drawings.</p> <p><b>Science Standards 6<sup>th</sup> grade</b></p> <p>6-1.1 Use appropriate tools and instruments (including a spring scale, beam balance, barometer, and sling psychrometer) safely and accurately when conducting a controlled scientific investigation.</p> <p>6-1.2 Differentiate between observation and inference during the analysis and interpretation of data.</p> <p>6-1.4 Use a technological design process to plan and produce a solution to a problem or a product (including identifying a problem, designing a solution or a product, implementing the design, and evaluating the solution or the product).</p> <p>6-1.5 Use appropriate safety procedures when conducting investigations.</p>
Physics in Motion	<p><b>Social Studies</b></p> <p>6.2-2 Summarize the significant political and cultural features of the classical Greek civilization, including the concept of citizenship and the early forms of democratic government in Athens; the role of Alexander the Great as a political and military leader; and the contributions of Socrates, Plato, Archimedes, Aristotle, and others in philosophy, architecture, literature, the arts, science, and mathematics. (H, G, P)</p> <p><b>Science</b></p> <p>5-5.1 Illustrate the affects of force (including magnetism, gravity, and friction) on motion.</p> <p>5-5.2 Summarize the motion of an object in terms of position, direction, and speed.</p> <p>5-5.3 Explain how unbalanced forces affect the rate and direction of motion in objects.</p> <p>5-5.6 Explain how a change of force or a change in mass affects the motion of an object.</p> <p>6-5.6 Recognize that energy is the ability to do work (force exerted over a distance).</p> <p>6-5.7 Explain how the design of simple machines (including levers, pulleys, and inclined planes) helps reduce the amount of force required to do work.</p> <p>6-5.8 Illustrate ways that simple machines exist in common tools and in complex machines.</p> <p><b>Math</b></p> <p>5-6.2 Analyze how data-collection methods affect the nature of the data set.</p> <p>5-6.3 Apply procedures to calculate the measures of central tendency (mean, median, and mode).</p>
Whoosh!	<p>5-1.1 Identify questions suitable for generating a hypothesis.</p> <p>5-4.1 Recall that matter is made up of particles too small to be seen.</p> <p>5-4.5 Compare the physical properties of the states of matter (including volume, shape, and the movement and spacing of particles).</p> <p><b>6-4.1</b> Compare the composition and structure of Earth's atmospheric layers (including the gases and differences in temperature and pressure within the layers).</p>