

Name _____

General Science Terms: Review

Angie had to study science. She had to **measure** _____ (1) different things, gather **data** _____, (2) and **compare** _____ (3) her results with others' results. Once everyone shared their answers, they had to **conclude** _____ (4) why the **experiment** _____ (5) went the way it did. In class, they could take specific **evidence** _____ (6) and **generalize** _____ (7) the results so that one concept could **relate** _____ (8) to other concepts. This also helped her to **classify** _____ (9) new things and ideas. She enjoyed using **technology** _____ (10) to help her learn.

Angie had to study **methods of science** _____ (11) to help her in her **investigation** _____ (12) of the world around her. She learned to **observe** _____ (13) before her experiment. She also learned to **describe** _____ (14) what she saw, and learned how to measure and describe with greater **precision** _____ (15). Sometimes she made an **assumption** _____ (16), but she learned that some of her assumptions were wrong. Once observations were made, she began to ask questions about her observations. She could make a **hypothesis** _____ (17) that would answer her question. She became good at being able to **predict** _____ (18) what might happen.

Designing an experiment was difficult. At first, Angie just liked mixing stuff and playing with things, but she gradually got better. She learned that an experiment should only have one **variable** _____ (19). This would help her **analyze** _____ (20) the results of the experiment. She gathered numerical data so she could **calculate** _____ (21) what the data means. She could take the data and **interpret** _____ (22) it to make an **inference** _____ (23) about what it means. This could be developed into a **tentative** _____ (24) **theory** _____ (25).

As time went on, Angie became more **skeptical** _____ (26) about claims that looked like science but weren't because they had no **replicability** _____ (27). She also learned that some practices, such as faking data were not **ethical** _____ (28) but were bad practice. By the end of class, she knew how to **infer** _____ (29) ideas from raw data, and felt confident in her ability to **evaluate** _____ (30) her world.

- A. Look at similarities and differences
- B. Make broad statements, get answer
- C. Be connected to, show similarities
- D. End or complete, finalize
- E. Facts and statistics, often numbers
- F. Scientific procedure to find answer
- G. Arrange by shared qualities
- H. Figure out size, amount, or degree
- I. Facts that tell if something is true
- J. Machinery or equipment
- K. Being exact and accurate
- L. A proposed explanation or answer
- M. Something accepted without proof
- N. Tell about qualities, characteristics
- O. Notice or look carefully
- P. Systematic way to get knowledge
- Q. Forecast, estimate
- R. Formal examination or research
- S. Determine by math or logic
- T. Explain the meaning of information
- U. Examine in detail for information
- V. Grand idea to explain something
- W. Something likely to change
- X. Not certain, provisional, possible
- Y. Conclusion based on evidence
- Z. Right, moral principles, correct
- ☺ Form an idea, assess, appraise
- ♥ Reproducible and accurate
- ☼ Deduce or conclude from evidence
- ▲ Not easily convinced, doubting