

Social Studies and Science Standards Pacing Guide 2017-2018

Sept, Oct Science Structure, Function, and Information Processing

LS1.A: Structure and Function

All organisms have external parts. Different animals use their body parts in different ways to see, hear, grasp objects, protect themselves, move from place to place, and seek, find, and take in food, water and air.

Plants also have different parts (roots, stems, leaves, flowers, fruits) that help them survive and grow. (1-LS1-1)

LS1.B: Growth and Development of Organisms

Adult plants and animals can have young. In many kinds of animals, parents and the offspring themselves engage in behaviors that help the offspring survive. (1-LS1-2)

LS1.D: Information Processing

Animals have body parts that capture and convey different kinds of information needed for growth and survival. Animals respond to these inputs with behaviors that help them survive. Plants also respond to some external inputs. (1-LS1-1)

LS3.A: Inheritance of Traits

Young animals are very much, but not exactly, like their parents. Plants also are very much, but not exactly, like their parents. (1-LS3-1)

LS3.B: Variation of Traits

Individuals of the same kind of plant or animal are recognizable as similar but can also vary in many ways. (1-LS3-1)

Nov Social Studies Government and Civics

SS-EP-1.1.2 Students will identify and explain the purpose of rules within organizations (e.g., school, clubs, teams) and compare rules with laws.

SS-EP-1.3.2 Students will identify and give examples of good citizenship at home, at school, and in the community (e.g., helping with chores, obeying rules, participating in community service projects such as recycling, conserving natural resources, donating food/supplies) and explain why civic engagement in the community is important.

SS-EP-2.2.1 Students will identify social institutions (government, economy, education, religion, family) and explain how they help the community.

SS-EP-1.3.1 Students will define basic democratic ideas (e.g., liberty, justice, equality, rights, responsibility) and explain why they are important today.

SS-EP-2.3.1 Students will describe various forms of interactions (compromise, cooperation, conflict, competition) that occur between individuals and groups at home and at school.

SS-EP-2.3.2 Students will identify appropriate conflict resolution strategies (e.g., compromise, cooperation, communication).

Dec **Science** **Waves, Light, and Sound**

PS4.A: Wave Properties

Sound can make matter vibrate, and vibrating matter can make sound. (1-PS4-1)

PS4.B: Electromagnetic Radiation

Objects can be seen if light is available to illuminate them or if they give off their own light. (1-PS4-2)

Some materials allow light to pass through them, others allow only some light through and others block all the light and create a dark shadow on any surface beyond them, where the light cannot

reach. Mirrors can be used to redirect a light beam. (Boundary:

The idea that light travels from place to place is developed through experiences with light sources, mirrors, and shadows, but no attempt is made to discuss the speed of light.) (1-PS4-3)

PS4.C: Information Technologies and Instrumentation

People also use a variety of devices to communicate (send and receive information) over long distances. (1-PS4-4)

Jan **Social Studies** **Geography**

SS-EP-4.1.1 Students will use geographic tools (e.g., maps, globes, mental maps, charts, graphs) to locate and describe familiar places at home, school and the community.

SS-EP-4.1.2 Students will use geographic tools to identify major landforms (e.g., continents, mountain ranges), bodies of water (e.g., oceans, major rivers) and natural resources on Earth's surface and use relative location.

SS-EP-4.2.1 Students will describe places on Earth's surface by their physical characteristics (e.g., climate, landforms, bodies of water).

SS-EP-4.1.3 Students will describe how different factors (e.g. rivers, mountains) influence where human activities are located in the community.

SS-EP-4.4.1 Students will describe ways people adapt to/modify the physical environment to meet their basic needs (food, shelter, clothing)

Feb **Social Studies** **Historical Perspective**

SS-EP-5.1.1 Students will use a variety of primary and secondary sources (e.g., artifacts, diaries, timelines) to interpret the past.

SS-EP-5.2.1 Students will identify significant patriotic and historical songs, symbols, monuments/landmarks (e.g., The Star-Spangled Banner, the Underground Railroad, the Statue of Liberty) and patriotic holidays (e.g., Veteran's Day, Martin Luther King's birthday, Fourth of July) and explain their historical significance.

SS-EP-5.2.2 Students will identify and compare the early cultures of diverse groups of Native Americans (e.g., Northwest, Southwest, Plains, Eastern Woodlands) and explain why they settled in what is now the United States.

SS-EP-5.2.3 Students will describe change over time in communication, technology, transportation and education in the community.

Mar

Science

Space Systems: Patterns and Cycles

ESS1.A: The Universe and its Stars

Patterns of the motion of the sun, moon, and stars in the sky can be observed, described, and predicted. (1-ESS1-1)

ESS1.B: Earth and the Solar System

Seasonal patterns of sunrise and sunset can be observed, described, and predicted. (1-ESS1-2)

Apr & May

Social Studies

Economics

SS-EP-3.1.1 Students will define basic economic terms related to scarcity (e.g., opportunity cost, wants and needs, limited productive resources-natural, human, capital) and explain that scarcity requires people to make economic choices and incur opportunity costs.

SS-EP-3.3.1 Students will define basic economic terms related to markets (e.g., market economy, markets, wants and needs, goods and services, profit, consumer, producer, supply and demand, barter, money, trade, advertising).

SS-EP-3.3.2 Students will explain different ways that people acquire goods and services (by trading/bartering goods and services for other goods and services or by using money).

SS-EP-3.3.1 Students will define basic economic terms related to markets (e.g., market economy, markets, wants and needs, goods and services, profit, consumer, producer, supply and demand, barter, money, trade, advertising).

SS-EP-3.4.1 Students will define basic economic terms related to production, distribution and consumption (e.g., goods and services, wants and needs, supply and demand, specialization, entrepreneur) and describe various ways goods and services are distributed (e.g., by price, first come first served, sharing equally).