

Unit	Social Studies Standards	Science Standards
Ancestors	<p>2.1 Students differentiate between things that happened long ago and things that happened yesterday.</p> <ol style="list-style-type: none">1.Trace the history of a family through the use of primary and secondary sources, including artifacts, photographs, interviews, and documents.2. Compare and contrast their daily lives with those of their parents, grandparents, and/ or guardians.3. Place important events in their lives in the order in which they occurred (e.g., on a time line or storyboard). <p>2.2 Students demonstrate map skills by describing the absolute and relative locations of people, places, and environments.</p> <ol style="list-style-type: none">1. Locate on a simple letter-number grid system the specific locations and geographic features in their neighborhood or community (e.g., map of the classroom, the school).3. Locate on a map where their ancestors live(d), telling when the family moved to the local community and how and why they made the trip. <p>2.5 Students understand the importance of individual action and character and explain how heroes from long ago and the recent past have made a difference in others' lives (e.g., from biographies of Abraham Lincoln, Louis Pasteur, Sitting Bull, George Washington Carver, Marie Curie, Albert Einstein, Golda Meir, Jackie Robinson, Sally Ride).</p>	

People Who Supply Our Needs

2.2 Students demonstrate map skills by describing the absolute and relative locations of people, places, and environments.

4. Compare and contrast basic land use in urban, suburban, and rural environments in California.

2.4 Students understand basic economic concepts and their individual roles in the economy and demonstrate basic economic reasoning skills.

1. Describe food production and consumption long ago and today, including the roles of farmers, processors, distributors, weather, and land and water resources.
2. Understand the role and interdependence of buyers (consumers) and sellers (producers) of goods and services.
3. Understand how limits on resources affect production and consumption (what to produce and what to consume).

2.5 Students understand the importance of individual action and character and explain how heroes from long ago and the recent past have made a difference in others' lives (e.g., from biographies of Abraham Lincoln, Louis Pasteur, Sitting Bull, George Washington Carver, Marie Curie, Albert Einstein, Golda Meir, Jackie Robinson, Sally Ride).

Life Sciences

2. **Plants** and animals have predictable life cycles. As a basis for understanding this concept:

a. Students know that organisms reproduce offspring of their own kind and that the offspring resemble their parents and one another

c. Students know many characteristics of an organism are inherited from the parents. Some characteristics are caused or influenced by the environment.

d. Students know there is variation among individuals of one kind within a population.

e. Students know light, gravity, touch, or environmental stress can affect the germination, growth, and development of plants.

f. Students know flowers and fruits are associated with reproduction in plants.

Earth Sciences

b. Students know that soil is made partly from weathered rock and partly from organic materials and that soils differ in their color, texture, capacity to retain water, and ability to support the growth of many kinds of plants.

e. Students know rock, water, plants, and soil provide many resources, including food, fuel, and building materials, that humans use.

Investigation and Experimentat

(See Standards Below)

Endangered Animals of North America

2.2 Students demonstrate map skills by describing the absolute and relative locations of people, places, and environments.

2. Label from memory a simple map of the North American continent, including the countries, oceans, Great Lakes, major rivers, and mountain ranges. Identify the essential map elements: title, legend, directional indicator, scale, and date.

2.3 Students explain governmental institutions and practices in the United States and other countries.

1. Explain how the United States and other countries make laws, carry out laws, determine whether laws have been violated, and punish wrongdoers.

2. Describe the ways in which groups and nations interact with one another to try to resolve problems in such areas as trade, cultural contacts, treaties, diplomacy, and military force.

Life Sciences

2. Plants and **animals** have predictable life cycles. As a basis for understanding this concept:

a. *Students know* that organisms reproduce offspring of their own kind and that the offspring resemble their parents and one another.

b. *Students know* the sequential stages of life cycles are different for different animals, such as butterflies, frogs, and mice.

c. *Students know* many characteristics of an organism are inherited from the parents. Some characteristics are caused or influenced by the environment.

d. *Students know* there is variation among individuals of one kind within a population.

Physical Sciences

g. *Students know* sound is made by vibrating objects and can be described by its pitch and volume.

Investigation and Experimentation

4. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations. Students will:

a. Make predictions based on observed patterns and not random guessing.

b. Measure length, weight, temperature, and liquid volume with appropriate tools and express those measurements in standard metric system units.

c. Compare and sort common objects according to two or more physical attributes (e. g., color, shape, texture, size, weight).

d. Write or draw descriptions of a sequence of steps, events, and observations.

e. Construct bar graphs to record data, using appropriately labeled axes.

f. Use magnifiers or microscopes to observe and draw descriptions of small objects or small features of objects.

g. Follow oral instructions for a scientific investigation.

Force and Simple Machines

Physical Sciences

1. The motion of objects can be observed and measured. As a basis for understanding this concept:

a. *Students know* the position of an object can be described by locating it in relation to another object or to the background.

b. *Students know* an object's motion can be described by recording the change in position of the object over time.

c. *Students know* the way to change how something is moving is by giving it a push or a pull. The size of the change is related to the strength, or the amount of force, of the push or pull.

d. *Students know* tools and machines are used to apply pushes and pulls (forces) to make things move.

e. *Students know* objects fall to the ground unless something holds them up.

f. *Students know* magnets can be used to make some objects move without being touched.

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Rocks

Earth Sciences

3. Earth is made of materials that have distinct properties and provide resources for human activities. As a basis for understanding this concept:

- a. *Students know* how to compare the physical properties of different kinds of rocks and know that rock is composed of different combinations of minerals.
- b. *Students know* smaller rocks come from the breakage and weathering of larger rocks.
- c. *Students know* that soil is made partly from weathered rock and partly from organic materials and that soils differ in their color, texture, capacity to retain water, and ability to support the growth of many kinds of plants.
- d. *Students know* that fossils provide evidence about the plants and animals that lived long ago and that scientists learn about the past history of Earth by studying fossils.
- e. *Students know* rock, water, plants, and soil provide many resources, including food, fuel, and building materials, that humans use.

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