

Connections between the Social Studies Standard and the Science Standard for Grades K-6

The following correlations between the Articulated Social Studies and Science Standards are provided as a possible way for the classroom teacher to connect one content area with the other. Teaching a concept in one content area, however, **does not** replace the need to teach its related concept in the other content area. Both content areas need to be taught with possible connections to prior or concurrent learning in the other content area.

Kindergarten

Social Studies	Science
<p>Strand 1: American History Concept 9: Postwar United States PO 1. Recognize that astronauts (e.g., John Glenn, Neil Armstrong, Sally Ride) are explorers of space.</p>	<p>Strand 2: History and Nature of Science Concept 1: History of Science as a Human Endeavor PO 1. Give examples of how diverse people (e.g., children, parents, weather reporters, cooks, healthcare workers, gardeners) use science in daily life. PO 2. Identify how diverse people and/or cultures, past and present, have made important contributions to scientific innovations (e.g., Jane Goodall [scientist], supports Strand 4; Louis Braille [inventor], supports Strand 4). *During Science instruction, Strand 2 Concept 1 (History of Science as a Human Endeavor) should be taught within the context of Science Strands 4-6 at each grade level.</p>
<p>Strand 3: Civics/Government Concept 4: Rights, Responsibilities, and Roles of Citizenship PO 4. Identify people who help keep communities and citizens safe (e.g., police, firefighters, nurses, doctors).</p>	<p>Strand 2: History and Nature of Science Concept 1: History of Science as a Human Endeavor PO 1. Give examples of how diverse people (e.g., children, parents, weather reporters, cooks, healthcare workers, gardeners) use science in daily life.</p>
<p>Strand 4: Geography Concept 1: The World in Spatial Terms PO 3. Determine the relative location of objects using the terms near/far, behind/in front, over/under, left/right, up/down.</p>	<p>Strand 5: Physical Science Concept 2: Position and Motion of Objects PO 1. Describe spatial relationships (i.e., above, below, next to, left, right, middle, center) of objects.</p>

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<p>Strand 4: Geography Concept 4: Human Systems PO 3. Describe how people earn a living in the community and the places they work.</p>	<p>Strand 2: History and Nature of Science Concept 1: History of Science as a Human Endeavor PO 1. Give examples of how diverse people (e.g., children, parents, weather reporters, cooks, healthcare workers, gardeners) use science in daily life.</p>
<p>Strand 4: Geography Concept 5: Environment and Society PO 1. Identify the origin of natural resources (e.g., fish from sea, minerals from the ground, wood from trees, food from farms).</p>	<p>Strand 6: Earth and Space Science Concept 1: Properties of Earth Materials PO 3. Classify a variety of objects as being natural or man-made.</p>
<p>Strand 4: Geography Concept 5: Environment and Society PO 2. Recognize that resources are renewable, recyclable, and non-renewable.</p>	<p>Strand 6: Earth and Space Science Concept 1: Properties of Earth Materials PO 4. Identify ways some natural or man-made materials can be reused or recycled (e.g., efficient use of paper, recycle aluminum cans).</p>
<p>Strand 5: Economics Concept 1: Foundations of Economics PO 1. Discuss different types of jobs that people do.</p>	<p>Strand 2: History and Nature of Science Concept 1: History of Science as a Human Endeavor PO 1. Give examples of how diverse people (e.g., children, parents, weather reporters, cooks, healthcare workers, gardeners) use science in daily life.</p>

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First Grade

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<p>Strand 2: World History Concept 2: Early Civilizations PO 2. Recognize that settlement led to the development of farming techniques (e.g., Nile River flooding), government (e.g., pharaohs), art/ architecture (e.g., pyramids), and writing (e.g., hieroglyphics) which contributed to the advancement of the Ancient Egyptian civilization.</p>	<p>Strand 2: History and Nature of Science Concept 1: History of Science as a Human Endeavor <i>PO 2. Identify how diverse people and/or cultures, past and present, have made important contributions to scientific innovations (e.g., Sally Ride [scientist], supports Strand 6; Neil Armstrong [astronaut, engineer], supports Strand 6).</i> *During Science instruction, Strand 2 Concept 1 (History of Science as a Human Endeavor) should be taught within the context of Science Strands 4-6 at each grade level.</p>
<p>Strand 4: Geography Concept 2: Places and Regions PO 2. Discuss physical features (e.g., mountains, rivers, deserts) in the world.-</p>	<p>Strand 4: Life Science Concept 3: Organisms and Environments PO 2. Compare the habitats (e.g., desert, forest, prairie, water, underground) in which plants and animals live.</p>
<p>Strand 4: Geography Concept 4: Human Systems <i>PO 3. Describe how people earn a living in the community and the places they work.</i></p>	<p>Strand 2: History and Nature of Science Concept 1: History of Science as a Human Endeavor <i>PO 1. Give examples of how diverse people (e.g., children, parents, weather reporters, cooks, healthcare workers, gardeners) use science in daily life.</i></p>
<p>Strand 4: Geography Concept 5: Environment and</p>	<p>Strand 6: Earth and Space Science</p>

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<p>Society PO 2. Identify resources that are renewable, recyclable, and non-renewable.</p>	<p>Concept 1: Properties of Earth Materials PO 4. Identify the following as being natural resources:</p> <ul style="list-style-type: none">• air• water• soil• trees• wildlife <p>PO 5. Identify ways to conserve natural resources (e.g., reduce, reuse, recycle, find alternatives).</p>
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Second Grade

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<p>Strand 2: World History Concept 2: Early Civilizations PO 2. Recognize how art (e.g., porcelain, poetry), architecture (e.g., pagodas, temples), and inventions (e.g., paper, fireworks) in Asia contributed to the development of their own and later civilizations.</p>	<p>Strand 2: History and Nature of Science Concept 1: History of Science as a Human Endeavor <i>PO 1. Identify how diverse people and/or cultures, past and present, have made important contributions to scientific innovations (e.g., Daniel Hale Williams [physician], supports Strand 4; Charles Drew [physician], supports Strand 4; Elizabeth Blackwell [physician], supports Strand 4).</i></p> <p>*During Science instruction, Strand 2 Concept 1 (History of Science as a Human Endeavor) should be taught within the context of Science Strands 4-6 at each grade level.</p>
<p>Strand 4: Geography Concept 5: Environment and Society PO 1. Identify ways (e.g., agriculture, structures, roads) in which humans depend upon, adapt to, and impact the earth.</p>	<p>Strand 3: Science in Personal and Social Perspectives Concept 2: Science and Technology in Society PO 1. Analyze how various technologies impact aspects of people's lives (e.g., entertainment, medicine, transportation, communication).</p>

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Third Grade

Social Studies	Science
<p>Strand 1: American History Concept 3: Exploration and Colonization PO 1. Discuss technological advances (e.g., compass, printing press) that facilitated exploration of the New World.</p>	<p>Strand 2: History and Nature of Science Concept 1: History of Science as a Human Endeavor <i>PO 1. Identify how diverse people and/or cultures, past and present, have made important contributions to scientific innovations (e.g., John Muir [naturalist], supports Strand 4; Thomas Edison [inventor], supports Strand 5; Mae Jemison [engineer, physician, astronaut], supports Strand 6,; Edmund Halley [scientist], supports Strand 6).</i> *During Science instruction, Strand 2 Concept 1 (History of Science as a Human Endeavor) should be taught within the context of Science Strands 4-6 at each grade level.</p>
<p>Strand 2: World History Concept 2: Early Civilizations PO 2. Discuss the contributions of Ancient Greek teachers/philosophers (e.g., Socrates, Plato, Aristotle) whose thinking contributed to the development of their own and later civilizations.</p>	<p>Strand 2: History and Nature of Science Concept 1: History of Science as a Human Endeavor <i>PO 1. Identify how diverse people and/or cultures, past and present, have made important contributions to scientific innovations (e.g., John Muir [naturalist], supports Strand 4; Thomas Edison [inventor], supports Strand 5; Mae Jemison [engineer, physician, astronaut], supports Strand 6,; Edmund Halley [scientist], supports Strand 6).</i> *During Science instruction, Strand 2 Concept 1 (History of Science as a Human Endeavor) should be taught within the context of Science Strands 4-6 at each grade level.</p>

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<p>Strand 4: Geography Concept 4: Human Systems PO 1. Describe changes over time in transportation (e.g., animal, boat, train, motorized vehicle, aircraft). PO 2. Describe changes over time in communication networks (e.g., telegraph, telephone, postal, internet).</p>	<p>Strand 3: Science in Personal and Social Perspectives Concept 1: Changes in Environments PO 1. Describe the major factors that could impact a human population (e.g., famine, drought, disease, improved transportation, medical breakthroughs). Concept 2: Science and Technology in Society PO 2. Describe the development of different technologies (e.g., communication, entertainment, transportation, medicine) in response to resources, needs, and values.</p>
<p>Strand 4: Geography Concept 4: Human Systems PO 4. Describe elements of culture of a community or nation (e.g., food, clothing, housing, sports, customs, beliefs) in areas studied.</p>	<p>Strand 2: History and Nature of Science Concept 1: History of Science as a Human Endeavor <i>PO 1. Identify how diverse people and/or cultures, past and present, have made important contributions to scientific innovations (e.g., John Muir [naturalist], supports Strand 4; Thomas Edison [inventor], supports Strand 5; Mae Jemison [engineer, physician, astronaut], supports Strand 6.; Edmund Halley [scientist], supports Strand 6).</i> *During Science instruction, Strand 2 Concept 1 (History of Science as a Human Endeavor) should be taught within the context of Science Strands 4-6 at each grade level.</p>
<p>Strand 4: Geography Concept 5: Environment and Society <i>PO 1. Identify ways (e.g., farming, building structures and dams, creating transportation routes, overgrazing, mining, logging) in which humans depend upon, adapt to, and impact the earth.</i></p>	<p>Strand 6: Earth and Space Science Concept 1: Properties of Earth Materials PO 6. Describe ways humans use Earth materials (e.g., fuel, building materials, growing food).</p>
<p>Strand 4: Geography Concept 5: Environment and Society <i>PO 1. Identify ways (e.g., farming, building</i></p>	<p>Strand 3: Science in Personal and Social Perspectives Concept 1: Changes in Environments</p>

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<p>structures and dams, creating transportation routes, overgrazing, mining, logging) <i>in which humans depend upon, adapt to, and impact the earth.</i></p> <p>PO 2. Describe ways of protecting natural resources.</p>	<p>PO 2. Describe the beneficial and harmful impacts of natural events and human activities on the environment (e.g., forest fires, flooding, pesticides).</p>
<p>Strand 4: Geography Concept 6: Geographic Applications PO 2. Use geography concepts and skills (e.g., recognizing patterns, mapping, graphing) to find solutions for local, state or national problems (e.g., shortage or abundance of natural resources).</p>	<p>Strand 3: Science in Personal and Social Perspectives Concept 2: Science and Technology in Society PO 1. Identify ways that people use tools and techniques to solve problems. PO 3. Design and construct a technological solution to a common problem or need using common materials.</p>

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Fourth Grade

Social Studies	Science
<p>Strand 1: American History Strand 2: World History Concept 1: Research Skills for History PO 4. Describe how archaeological research adds to our understanding of the past.</p>	<p>Strand 6: Earth and Space Science Concept 2: Earth’s Processes and Systems PO 6. Analyze evidence that indicates life and environmental conditions have changed (e.g., tree rings, fish fossils in desert regions, ice cores).</p>
<p>Strand 1: American History Concept 2: Early Civilizations PO 5. Recognize the achievements and features (e.g., mathematics, astronomy, architecture) of the Mayan, Aztec, and Incan/Inkan civilizations.</p>	<p>Strand 2: History and Nature of Science Concept 1: History of Science as a Human Endeavor <i>PO 1. Identify how diverse people and/or cultures, past and present, have made important contributions to scientific innovations (e.g., Margaret Mead [anthropologist], supports Strand 4; Nikola Tesla [engineer, inventor] supports Strand 5; Michael Faraday [scientist], supports Strand 5; Benjamin Franklin [scientist], supports Strand 5).</i> *During Science instruction, Strand 2 Concept 1 (History of Science as a Human Endeavor) should be taught within the context of Science Strands 4-6 at each grade level.</p>
<p>Strand 1: American History Concept 9: Postwar United States PO 1. Describe changes (e.g., population growth, economic growth, cultural diversity, civil rights) that took place in Arizona during the postwar era.</p>	<p>Strand 3: Science in Personal and Social Perspectives Concept 2: Science and Technology in Society PO 1. Describe how science and technology (e.g., computers, air conditioning, medicine) have improved the lives of many people.</p>

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<p>Strand 4: Geography Concept 1: The World in Spatial Terms <i>PO 5. Describe characteristics of human and physical features:</i> a. <i>physical</i> – (i.e., <i>river, lake, mountain, range, coast, sea, desert, gulf, bay, strait, plain, valley, volcanoes, isthmus, canyon, plateau, mesa, oasis, dunes</i>)</p>	<p>Strand 6: Earth and Space Science Concept 3: Changes in the Earth and Sky PO 1. Identify the sources of water within an environment (e.g., ground water, surface water, atmospheric water, glaciers).</p>
<p>Strand 4: Geography Concept 2: Places and Regions PO 1. Describe how the Southwest has distinct physical and cultural characteristics.</p>	<p>Strand 6: Earth and Space Science Concept 3: Changes in the Earth and Sky PO 3. Differentiate between weather and climate as they relate to the southwestern United States.</p>
<p>Strand 4: Geography Concept 2: Places and Regions PO 4. Compare the landform regions of Arizona according to their physical features, plants, and animals.</p>	<p>Strand 4: Life Science Concept 4: Diversity, Adaptation, and Behavior PO 2. Give examples of adaptations that allow plants and animals to survive.</p> <ul style="list-style-type: none"> • camouflage – horned lizards, coyotes • mimicry – Monarch and Viceroy butterflies • physical – cactus spines • mutualism – species of acacia that harbor ants, which repel other harmful insects <p>Strand 6: Earth and Space Science Concept 3: Changes in the Earth and Sky PO 6. Compare weather conditions in various locations (e.g., regions of Arizona, various U.S. cities, coastal vs. interior geographical regions).</p>
<p>Strand 4: Geography Concept 4: Human Systems PO 1. Describe the factors (push and pull) that have contributed to the settlement, economic development (e.g., mining, ranching, agriculture, and tourism), and growth of major Arizona cities.</p>	<p>Strand 3: Science in Personal and Social Perspectives Concept 2: Science and Technology in Society PO 1. Describe how science and technology (e.g., computers, air conditioning, medicine) have improved the lives of many people.</p>

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<p>Strand 4: Geography Concept 5: Environment and Society PO 2. Describe the impact of extreme natural events (e.g., fires, volcanoes, floods, droughts) on human and physical environments.</p>	<p>Strand 3: Science in Personal and Social Perspectives Concept 1: Changes in Environments PO 2. Evaluate the consequences of environmental occurrences that happen either rapidly (e.g., fire, flood, tornado) or over a long period of time (e.g., drought, melting ice caps, the greenhouse effect, erosion).</p> <p>Strand 6: Earth and Space Science Concept 2: Earth's Processes and Systems PO 4. Compare rapid and slow processes that change the Earth's surface, including:</p> <ul style="list-style-type: none"> • rapid – earthquakes, volcanoes, floods • slow – wind, weathering <p>PO 5. Identify the Earth events that cause changes in atmospheric conditions (e.g., volcanic eruptions, forest fires).</p>
<p>Strand 4: Geography Concept 5: Environment and Society PO 3. Describe the impact of human modifications (e.g., dams, mining, air conditioning, irrigation, agricultural) on the physical environment and ecosystems.</p>	<p>Strand 3: Science in Personal and Social Perspectives Concept 1: Changes in Environments PO 1. Describe how natural events and human activities have positive and negative impacts on environments (e.g., fire, floods, pollution, dams). PO 2. Evaluate the consequences of environmental occurrences that happen either rapidly (e.g., fire, flood, tornado) or over a long period of time (e.g., drought, melting ice caps, the greenhouse effect, erosion).</p> <p>Concept 2: Science and Technology in Society PO 1. Describe how natural events and human activities have positive and negative impacts on environments (e.g., fire, floods, pollution, dams). PO 2. Describe benefits (e.g., easy communications, rapid transportation) and risks (e.g., pollution, destruction of natural resources) related to the use of technology.</p>
<p>Strand 4: Geography</p>	<p>Strand 3: Science in Personal</p>

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<p>Concept 6: Geographic Applications PO 3. Use geography concepts and skills (e.g., recognizing patterns, mapping, graphing) to find solutions for local, state or national problems (e.g., shortage or abundance of natural resources).</p>	<p>and Social Perspectives Concept 2: Science and Technology in Society <i>PO 3. Design and construct a technological solution to a common problem or need using common materials.</i></p>
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Fifth Grade

Social Studies	Science
<p>Strand 4: Geography Concept 5: Environment and Society PO 2. Describe the impact that natural events (e.g., floods, earthquakes, droughts) have on human and physical environments.</p>	<p>Strand 3: Science in Personal and Social Perspectives Concept 1: Changes in Environments PO 1. Explain the impacts of natural hazards on habitats (e.g., global warming, floods, asteroid or large meteor impacts).</p>
<p>Strand 4: Geography Concept 6: Geographic Applications PO 3. <i>Use geography concepts and skills (e.g., recognizing patterns, mapping, graphing) to find solutions for local, state or national problems (e.g., shortage or abundance of natural resources).</i></p>	<p>Strand 3: Science in Personal and Social Perspectives Concept 1: Changes in Environments PO 3. Evaluate the possible strengths and weaknesses of a proposed solution to a specific problem relevant to human, animal, or habitat needs. Concept 2: Science and Technology in Society PO 3. <i>Design and construct a technological solution to a common problem or need using common materials</i></p>

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Sixth Grade

Social Studies	Science
<p>Strand 1: American History Concept 2: Early Civilizations PO 5. Describe the Mayan, Aztec, and Incan/Inkan civilizations:</p> <ol style="list-style-type: none"> location, agriculture, housing, and trade networks achievements (e.g., mathematics, astronomy, architecture, government, social structure, arts and crafts) how these cultures adapted to and altered their environment 	<p>Strand 2: History and Nature of Science Concept 1: History of Science as a Human Endeavor <i>PO 1. Identify how diverse people and/or cultures, past and present, have made important contributions to scientific innovations (e.g., Jacques Cousteau [inventor, marine explorer], supports Strand 4; William Beebe [scientist], supports Strand 4; Thor Heyerdahl [anthropologist], supports Strand 6).</i></p> <p>*During Science instruction, Strand 2 Concept 1 (History of Science as a Human Endeavor) should be taught within the context of Science Strands 4-6 at each grade level.</p>
<p>Strand 2: World History Concept 2: Early Civilizations PO 6. Analyze the impact of cultural and scientific contributions of ancient civilizations on later civilizations:</p> <ol style="list-style-type: none"> Mesopotamia (i.e., laws of Hammurabi) Egypt (i.e., mummification, hieroglyphs, papyrus) China (i.e., silk, gun powder/fireworks, compass) Central and South America (i.e., astronomy, agriculture) <p>PO 8. Describe scientific and cultural advancements (e.g., networks of roads, aqueducts, art and architecture, literature and theatre, mathematics, philosophy) in ancient civilizations.</p>	<p>Strand 2: History and Nature of Science Concept 1: History of Science as a Human Endeavor <i>PO 1. Identify how diverse people and/or cultures, past and present, have made important contributions to scientific innovations (e.g., Jacques Cousteau [inventor, marine explorer], supports Strand 4; William Beebe [scientist], supports Strand 4; Thor Heyerdahl [anthropologist], supports Strand 6).</i></p> <p>*During Science instruction, Strand 2 Concept 1 (History of Science as a Human Endeavor) should be taught within the context of Science Strands 4-6 at each grade level.</p>
<p>Strand 2: World History Concept 3: World in Transition PO 3. Describe the culture and way of life of</p>	<p>Strand 2: History and Nature of Science Concept 1: History of Science as a</p>

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<p>the Arab Empire:</p> <ol style="list-style-type: none"> Islam (i.e., Mohammad, Mecca) extensive trade and banking network interest in science (i.e., medicine, astronomy) <p>translation and preservation of Greek and Roman literature</p> <p>PO 7. Describe how trade routes led to the exchange of ideas (e.g., religion, scientific advances, literature) between Europe, Asia, Africa and the Middle East during the 15th and 16th centuries.</p>	<p>Human Endeavor</p> <p><i>PO 1. Identify how diverse people and/or cultures, past and present, have made important contributions to scientific innovations (e.g., Jacques Cousteau [inventor, marine explorer], supports Strand 4; William Beebe [scientist], supports Strand 4; Thor Heyerdahl [anthropologist], supports Strand 6).</i></p> <p>*During Science instruction, Strand 2 Concept 1 (History of Science as a Human Endeavor) should be taught within the context of Science Strands 4-6 at each grade level.</p>
<p>Strand 2: World History Concept 4: Renaissance and Reformation</p> <p>PO 1. Describe how the Renaissance was a time of renewal and advancement in Europe:</p> <ol style="list-style-type: none"> rebirth of Greek and Roman ideas new ideas and products as a result of trade the arts science <p>PO 2. Describe the contributions or accomplishments of the following individuals during the Renaissance and Reformation:</p> <ol style="list-style-type: none"> Leonardo da Vinci Michelangelo Gutenberg Martin Luther 	<p>Strand 2: History and Nature of Science</p> <p>Concept 1: History of Science as a Human Endeavor</p> <p><i>PO 1. Identify how diverse people and/or cultures, past and present, have made important contributions to scientific innovations (e.g., Jacques Cousteau [inventor, marine explorer], supports Strand 4; William Beebe [scientist], supports Strand 4; Thor Heyerdahl [anthropologist], supports Strand 6).</i></p> <p>*During Science instruction, Strand 2 Concept 1 (History of Science as a Human Endeavor) should be taught within the context of Science Strands 4-6 at each grade level.</p>
<p>Strand 2: World History Concept 5: Encounters and Exchange</p> <p>PO 1. Describe how new ways of thinking in Europe during the Enlightenment fostered the following changes in society:</p> <ol style="list-style-type: none"> Scientific Revolution (i.e., Copernicus, Galileo, Newton) natural rights (i.e., life, liberty, property) governmental separation of powers vs. monarchy religious freedom Magna Carta 	<p>Strand 2: History and Nature of Science</p> <p>Concept 1: History of Science as a Human Endeavor</p> <p><i>PO 1. Identify how diverse people and/or cultures, past and present, have made important contributions to scientific innovations (e.g., Jacques Cousteau [inventor, marine explorer], supports Strand 4; William Beebe [scientist], supports Strand 4; Thor Heyerdahl [anthropologist], supports Strand 6).</i></p> <p>*During Science instruction, Strand 2 Concept 1 (History of Science as a Human Endeavor) should be taught within the context of Science Strands 4-6 at each grade level.</p>

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<p>Strand 4: Geography Concept 1: The World in Spatial Terms PO 4. Locate physical and human features (e.g., significant waterways, mountain ranges, cities, countries) in the United States and in regions of the world on a map.</p>	<p>Strand 6: Earth and Space Science Concept 1: Structure of the Earth PO 2. Explain the composition, properties, and structure of the Earth's lakes and rivers. PO 3. Explain the composition, properties, and structures of the oceans' zones and layers.</p>
<p>Strand 4: Geography Concept 2: Places and Regions PO 1. Identify regions studied in Strand 2 using a variety of criteria (e.g., climate, landforms, culture, vegetation).</p>	<p>Strand 6: Earth and Space Science Concept 2: Earth's Processes and Systems PO 3. Analyze the effects that bodies of water have on the climate of a region.</p>
<p>Strand 4: Geography Concept 4: Human Systems PO 2. Describe the environmental, economic, cultural, and political effects of human migrations and cultural diffusion on places and regions.</p>	<p>Strand 4: Life Science Concept 3: Populations of Organisms in an Ecosystem PO 2. Describe how the following environmental conditions affect the quality of life:</p> <ul style="list-style-type: none"> • water quality • climate • population density • smog
<p>Strand 4: Geography Concept 5: Environment and Society PO 2. Describe the intended and unintended consequences of human modification (e.g., irrigation, aqueducts, canals) on the environment.</p>	<p>Strand 5: Physical Science Concept 3: Transfer of Energy PO 1. Identify various ways in which electrical energy is generated using renewable and nonrenewable resources (e.g., wind, dams, fossil fuels, nuclear reactions).</p>
<p>Strand 4: Geography Concept 5: Environment and Society PO 4. Identify the way humans respond to/prepare for natural hazards (i.e., lightning, flash floods, dust storms, tornadoes, hurricanes, floods, earthquakes) in order to remain safe.</p>	<p>Strand 3: Science in Personal and Social Perspectives Concept 1: Changes in Environments PO 2. Describe how people plan for, and respond to, the following natural disasters:</p> <ul style="list-style-type: none"> • drought • flooding • tornadoes