

1st Grade Science/Social Studies Placemat

Science

Solids and Liquids

2.PS1.A.1 - Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties (Observations could include color, texture, hardness, and flexibility. Patterns could include the similar properties that different materials share.

2.PS1.A.2 - Analyze data obtained from testing different materials to determine which materials have the properties could include, strength, flexibility, hardness, texture, and absorbency)

K.PS1.A.1 - Make qualitative observations of the physical properties of objects (i.e. size, shape, color, mass)

Weather

1.PS3.A.1 - Identify the sources of energy that causes an increase in the temperature of an object (e.g. Sun, stove, flame, light bulb)

1.ESS2.D.1 - Identify patterns indicating relationships between observed weather data and weather phenomena (e.g temperature and types of precipitation, clouds and amounts of precipitation)

K.ESS2.D.1 - Use and share observations of local weather conditions to describe patterns over time (Examples of qualitative observations could include descriptions of the weather; quantitative observations could include number of sunny, windy, and rainy days in a month. Examples of patterns could include that it is usually cooler in the morning than in the afternoon and the number of sunny days versus cloudy days in different months.

2.ESS1.C.1 - Use information from several sources to provide evidence that Earth events can occur quickly or slowly (Examples of events and timescales could include volcanic explosions and earthquakes, which happen quickly and erosion of rocks which occurs slowly)

Living Organisms

2.LS2.A.1 - Plan and conduct investigations on the growth of plants when growing conditions are altered (e.g., dark vs light, water vs, no water)

1.LS1.A.1 - Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs. (Examples of human problems that can be solved by mimicking plant or animal solutions could include designing clothing or equipment to protect bicyclists by mimicking turtle shells, acorn shells and animals scales; stabilizing structures by mimicking animal tails and roots on plants; keeping out intruders by mimicking thorns on branches and animal quills, and, detecting intruders by mimicking eyes and ears)

Design Inquiry

2.ETS1.A.1 - Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.

2.ETS1.B.1 - Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps its function as needed to solve a given problem.

2.ETS1.C.1 - Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.

Social Studies

Community Connections

1.H3.B.b - Compare and contrast our community in the past and the present.

1.RI6.D.a - Describe how your community commemorates its cultural heritage.

1.RI6.C.a - Recount stories about locations, people, and cultural events in your community.

1.PC1.E - Describe the character traits of role models within your community.

1.PC1.F.b - Recognize and explain the significance of symbols of your local community.

2.H3.A.a - Compare the culture and people in our community across multiple time periods.

Maps

1.EG5.B.a - Locate a place by pointing it out on a map and by describing its relative location.

1.EG5.A.d - Use a compass rose to identify cardinal directions on a map.

1.EG5.A.b - With assistance, read, construct, and use maps which have a title and key.

1.EG5.A.c - Describe how maps are created for different purposes such as a school fire drill, a trip to the zoo etc.

1.EG5.A.a - Identify globes as representations of real places.

1.EG5.C.a - Identify physical characteristics of your community

Economics

1.E4.A.c - Describe consumers and producers and the relationship to goods and services within your school and community.

1.E4.A.b - Describe examples of goods and services within your school and community.

1.E4.A.a - Describe examples of scarcity within your school and community.

1.RI6.A.a - describe cultural characteristics of your school and community.

1.EG5.C.b - Describe human characteristics of your community.

K.E4.A.b - Describe examples of opportunity cost within your family and school.

K.E4.A.c - Describe examples of needs and wants within your family and school.

K.E4.A.a - Describe examples of scarcity within your family and school.

Government

1.PC1.B.a - Identify and explain why cities make laws.

1.PC1.C.a - Discuss how individual rights are protected.

1.PC1.F.a - Recognize and explain the significance of the Statue of Liberty, U.S. Capitol, Bald Eagle and the Liberty Bell.

1.GS2.C.a - Describe how authoritative decisions are made, enforced and interpreted within schools and local communities.

1.GS.D.a - Describe roles and responsibilities of people in government, such as a judge, mayor, police, city council member, in a community.

1.RI6.B.a - Propose peaceful resolutions of disputes in the classroom and on the playground.

1.PC1.D - Give examples of being an active and informed citizen in your classroom or community.

Tools

1.TS7.A.a - Identify and analyze primary and secondary social studies' sources in classroom discussion with guidance and support from an adult.

1.TS7.A.b - Identify and use artifacts to share information on social studies' topics. (See teacher resources for illustrative examples).

1.TS7.B.a - Create visual tools to communicate information.

1.TS7.D.a - share findings about a social studies' topic.

1.TS7.E.a - Ask supporting questions and find answers about social studies' topics, with assistance.