

# Corresponding Standards: Earth, Moon & Sun

## Next Generation Science Standards

1-ESS1-1	1-ESS1-1. Use observations of the sun, moon, and stars to describe patterns that can be predicted. [Clarification Statement: Examples of patterns could include that the sun and moon appear to rise in one part of the sky, move across the sky, and set; and stars other than our sun are visible at night but not during the day.] [Assessment Boundary: Assessment of star patterns is limited to stars being seen at night and not during the day.]
1-ESS1-3	Make observations at different times of year to relate the amount of daylight to the time of year. [Clarification Statement: Emphasis is on relative comparisons of the amount of daylight in the winter to the amount in the spring or fall.] [Assessment Boundary: Assessment is limited to relative amounts of daylight, not quantifying the hours or time of daylight.]
5-ESS1-1	5-ESS1-1. Support an argument that differences in the apparent brightness of the sun compared to other stars is due to their relative distances from Earth. [Assessment Boundary: Assessment is limited to relative distances, not sizes, of stars. Assessment does not include other factors that affect apparent brightness (such as stellar masses, age, stage).]
5-ESS1-2	5-ESS1-2. Represent data in graphical displays to reveal patterns of daily changes in length and direction of shadows, day and night, and the seasonal appearance of some stars in the night sky. [Clarification Statement: Examples of patterns could include the position and motion of Earth with respect to the sun and selected stars that are visible only in particular months.] [Assessment Boundary: Assessment does not include causes of seasons.]
6-ESS1-1	06-ESS1-1. Develop and use a model of the Earth-sun-moon system to describe the cyclic patterns of lunar phases, eclipses of the sun and moon, and seasons. [Clarification Statement: Examples of models can be physical, graphical, or conceptual.]

## Kentucky Department of Education, Social Studies Standards

S.S 2.20	Students understand, analyze, and interpret historical events, conditions, trends, and issues to develop historical perspective
S.S 2.20 (4 <sup>th</sup> )	Students understand, analyze, and interpret historical events, conditions, trends, and issues to develop historical perspective
S.S 2.16 (5 <sup>th</sup> )	Students observe, analyze, and interpret human behaviors, social groupings, and institutions to better understand people and the relationships among individuals and among groups.
S.S 2.17 (5 <sup>th</sup> )	Students interact effectively and work cooperatively with the many ethnic and cultural groups of our nation and world.
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