

# Corresponding Standards: Season of Light

## Next Generation Science Standards

K-PS3-1	Make observations to determine the effect of sunlight on Earth's surface. [Clarification Statement: Examples of Earth's surface could include sand, soil, rocks, and water] [Assessment Boundary: Assessment of temperature is limited to relative measures such as warmer/cooler.]
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-ESS1-2	1-ESS1-2. 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.]
6-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 2.16	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	Students interact effectively and work cooperatively with the many ethnic and cultural groups of our nation and world.
S.S 2.20	Students understand, analyze, and interpret historical events, conditions, trends, and issues to develop historical perspective.
S.S 2.16 (4 <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 2.20 (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.
S.S 2.16 (7 <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 (7 <sup>th</sup> )	Students interact effectively and work cooperatively with the many ethnic and cultural groups of our nation and world.