

## Social Studies Standards for Ranch Life Book 1:

### **Ranching and Livestock**

#### **Citizenship, Authority Figures, and Cultural Characteristics of People:**

**K.2B** identify contributions of patriots and good citizens who have shaped the community.

**K.9B** explain how authority figures make and enforce rules

**1.13A** identify characteristics of good citizenship, including truthfulness, justice, equality, respect for oneself and others, responsibility in daily life, and participation in government by educating oneself about the issues, respectfully holding public officials to their word, and voting

**1.13C** identify other individuals who exemplify good citizenship

**2.13C** identify other individuals who exemplify good citizenship

**2.13D** identify ways to actively practice good citizenship, including involvement in community service

**3.2B** identify ways in which people in the local community and other communities meet their needs for government, education, communication, transportation, and recreation

**3.2C** compare ways in which various other communities meet their needs

**3.11A** identify characteristics of good citizenship, including truthfulness, justice, equality, respect for oneself and others, responsibility in daily life, and participation in government by educating oneself about the issues, respectfully holding public officials to their word, and voting

**4.19A** identify the similarities and differences among various racial, ethnic, and religious groups in Texas

**5.22A** identify the similarities and differences within and among various racial, ethnic, and religious groups in the United States

**5.22B** describe customs and traditions of various racial, ethnic, and religious groups in the United States

**5.22C** summarize the contributions of people of various racial, ethnic, and religious groups to our national identity

#### **Economics:**

**K.6A** identify basic human needs of food, clothing, and shelter

**K.6B** explain the difference between needs and wants

**K.6C** explain how basic human needs can be met such as through self-producing, purchasing, and trading

**K.7A** identify jobs in the home, school, and community

**K.7B** explain why people have jobs

**1.7A** describe ways that families meet basic human needs

**1.7B** describe similarities and differences in ways families meet basic human needs

**1.8A** identify examples of goods and services in the home, school, and community

**1.8B** identify ways people exchange goods and services

**1.8C** identify the role of markets in the exchange of goods and services

**1.10A** describe the components of various jobs and the characteristics of a job well performed

**1.10B** describe how specialized jobs contribute to the production of goods and services

**2.10A** distinguish between producing and consuming

**2.10B** identify ways in which people are both producers and consumers

**2.10C** examine the development of a product from a natural resource to a finished product

**3.7A** define and identify examples of scarcity

**3.7B** explain the impact of scarcity on the production, distribution, and consumption of goods and services

**3.7C** explain the concept of a free market as it relates to the U.S. free enterprise system

**3.8A** identify examples of how a simple business operates

- 3.8B** explain how supply and demand affect the price of a good or service
- 3.8C** explain how the cost of production and selling price affect profits
- 3.8D** explain how government regulations and taxes impact consumer costs
- 4.10B** explain the economic activities early immigrants to Texas used to meet their needs and wants
- 4.12A** explain how people in different regions of Texas earn their living, past and present, through a subsistence economy and providing goods and services
- 4.12B** explain how geographic factors such as climate, transportation, and natural resources have influenced the location of economic activities in Texas
- 4.12C** analyze the effects of exploration, immigration, migration, and limited resources on the economic development and growth of Texas
- 4.12E** explain how developments in transportation and communication have influenced economic activities in Texas
- 5.12A** explain how supply and demand affects consumers in the United States
- 5.12B** evaluate the effects of supply and demand on business, industry, and agriculture, including the plantation system, in the United States
- 5.13A** compare how people in different parts of the United States earn a living, past and present
- 5.13B** identify and explain how geographic factors have influenced the location of economic activities in the United States

**Geography:**

- K.4A** use terms, including over, under, near, far, left, and right, to describe relative location
- K.4B** locate places on the school campus and describe their relative locations
- K.4C** identify tools that aid in determining location, including maps and globes
- 1.4A** locate places using the four cardinal directions
- 1.5A** create and use simple maps such as maps of the home, classroom, school, and community
- 1.6A** identify and describe the physical characteristics of place such as landforms, bodies of water, natural resources, and weather
- 1.6B** identify examples of and uses for natural resources in the community, state, and nation
- 1.6C** identify and describe how the human characteristics of place such as shelter, clothing, food, and activities are based upon geographic location
- 2.5A** interpret information on maps and globes using basic map elements such as title, orientation (north, south, east, west), and legend/map keys
- 2.5B** create maps to show places and routes within the home, school, and community
- 2.7A** describe how weather patterns and seasonal patterns affect activities and settlement patterns
- 2.7B** describe how natural resources and natural hazards affect activities and settlement patterns
- 2.7C** explain how people depend on the physical environment and natural resources to meet basic needs
- 2.7D** identify the characteristics of different communities, including urban, suburban, and rural, and how they affect activities and settlement patterns
- 2.8A** identify ways in which people have modified the physical environment such as building roads, clearing land for urban development and agricultural use, and drilling for oil
- 2.8B** identify positive and negative consequences of human modification of the physical environment such as the use of irrigation to improve crop yields
- 2.8C** identify ways people can conserve and replenish natural resources
- 3.4A** describe and explain variations in the physical environment, including climate, landforms, natural resources, and natural hazards
- 3.4D** describe the effects of human processes such as building new homes, conservation, and pollution in shaping the landscape

- 3.5B** use a scale to determine the distance between places on maps and globes
- 3.5C** identify and use the compass rose, grid system, and symbols to locate places on maps and globes
- 3.5D** create and interpret maps of places and regions that contain map elements, including a title, compass rose, legend, scale, and grid system
- 4.6A** apply geographic tools, including grid systems, legends, symbols, scales, and compass roses, to construct and interpret maps
- 4.6B** translate geographic data, population distribution, and natural resources into a variety of formats such as graphs and maps
- 4.8B** describe and explain the location and distribution of various towns and cities in Texas, past and present
- 4.8C** explain the geographic factors such as landforms and climate that influence patterns of settlement and the distribution of population in Texas, past and present
- 4.9A** describe ways people have adapted to and modified their environment in Texas, past and present, such as timber clearing, agricultural production, wetlands drainage, energy production, and construction of dams
- 4.9B** identify reasons why people have adapted to and modified their environment in Texas, past and present, such as the use of natural resources to meet basic needs, facilitate transportation, and enhance recreational activities
- 4.9C** compare the positive and negative consequences of human modification of the environment in Texas, past and present, both governmental and private, such as economic development and the impact on habitats and wildlife as well as air and water quality
- 5.6A** apply geographic tools, including grid systems, legends, symbols, scales, and compass roses, to construct and interpret maps
- 5.6B** translate geographic data into a variety of formats such as raw data to graphs and maps
- 5.8A** identify and describe the types of settlement and patterns of land use in the United States
- 5.8B** explain the geographic factors that influence patterns of settlement and the distribution of population in the United States, past and present
- 5.9A** describe how and why people have adapted to and modified their environment in the United States, past and present, such as the use of human resources to meet basic needs
- 5.9B** analyze the positive and negative consequences of human modification of the environment in the United States, past and present

**Sequencing of Events:**

- K.3A** place events in chronological order
- K.3B** use vocabulary related to time and chronology, including before, after, next, first, last, yesterday, today, and tomorrow
- 1.3A** distinguish among past, present, and future
- 1.3B** describe and measure calendar time by days, weeks, months, and years
- 1.3C** create a calendar and simple timeline
- 2.2A** describe the order of events by using designations of time periods such as historical and present times
- 2.2B** apply vocabulary related to chronology, including past, present, and future
- 2.2C** create and interpret timelines for events in the past and present
- 3.3A** use vocabulary related to chronology, including past, present, and future times
- 3.3B** create and interpret timelines
- 3.3C** apply the terms year, decade, and century to describe historical times

**Science and Technology**

**K.13C** describe how his or her life might be different without modern technology

**1.16C** describe how technology changes the way people work

**2.17A** describe how science and technology change communication, transportation, and recreation

**2.17B** explain how science and technology change the ways in which people meet basic needs

**4.20B** describe how scientific discoveries and innovations such as in aerospace, agriculture, energy, and technology have benefited individuals, businesses, and society in Texas

**5.23C** explain how scientific discoveries and technological innovations in the fields of medicine, communication, and transportation have benefited individuals and society in the United States

# Science Standards for Ranch Life Book 1:

## Ranching and Livestock

- **Landforms and Features:**

**3.7C** Identify and compare different **landforms**, including mountains, hills, valleys, and plains.

**5.7B** Recognize how **landforms** such as deltas, canyons, and sand dunes are the result of changes to Earth's surface by wind, water, and ice.

- **Basic Needs of Ranch:**

**K.9A** Differentiate between living and nonliving things based upon whether they have **basic needs** and produce offspring.

**K.9B** Examine evidence that living organisms have **basic needs** such as food, water, and shelter for animals, and air, water, nutrients, sunlight, and space for plants.

**1.9A** Sort and classify living and nonliving things based upon whether or not they have **basic needs** and produce offspring.

**2.9A** Identify the **basic needs** of plants and animals.

**2.10A** Observe, record, and compare how the physical characteristics and behaviors of animals help them meet their **basic needs**.

**2.10B** Observe, record, and compare how the physical characteristics of plants help them meet their **basic needs**.

- **Animals and Their Young:**

**K.10C** Identify ways that **young** plants resemble the parent plant.

**1.10C** Compare ways that **young** animals resemble their parents.

- **Carrying Capacity:**

**3.9A** Observe and describe the physical characteristics of environments and how they **support populations** and communities within an ecosystem.

- **Impact of Weather on Environment/Ecosystem**

- **Watershed**

- **Drought**

**3.9C** Describe environmental changes such as floods and **droughts** where some organisms thrive and others perish or move to new locations.

- **Cattle Adaptations**

**K.10A** Sort plants and animals into groups based on physical **characteristics**.

**1.10A** Investigate how the external **characteristics** of an animal are related to where it lives, how it moves, and what it eats.

**2.10A** Observe, record, and compare how the physical **characteristics** and behaviors of animals help them meet their basic needs.

**3.7D** Explore the **characteristics** of natural resources that make them useful in products and materials such as clothing and furniture and how resources may be conserved.

- **Inherited Traits**

**3.10B** Explore that some **characteristics** of organisms are inherited, such as the number of limbs on an animal or flower color, and recognize that some behaviors are learned in response to living in a certain environment.

**4.10B** Demonstrate that some likenesses between parents and offspring are **inherited**, passed from generation to generation such as eye color in humans or shapes of leaves in plants.

**5.10B** Differentiate between **inherited** traits of plants and animals such as spines on a cactus or shape of a beak and learned behaviors.

- **Native vs. Nonnative Species:**

**3.10A** Explore how structures and functions of plants and animals allow them to **survive** in a particular environment.

**4.7A** Examine properties of **soils**, including color and texture, capacity to retain water, and ability to support the growth of plants.

**4.10A** Explore how adaptations enable organisms to **survive** in their environment.

**5.10A** Compare the structures and functions of different species that help them live and **survive**.

- **Learned Behaviors:**

**3.10B** Explore that some characteristics of organisms are inherited, such as the number of limbs on an animal or flower color, and recognize that some behaviors are **learned** in response to living in a certain environment.

**4.10B** Demonstrate that some likenesses between parents and offspring are inherited, passed from generation to generation such as eye color in humans or shapes of leaves in plants. Other likenesses are **learned**.

**5.10B** Differentiate between inherited traits of plants and animals such as spines on a cactus or shape of a beak and **learned** behaviors.

- **Land Use:**

**5.9C** Predict the **effects of changes** in ecosystems caused by living organisms, including humans, such as the overpopulation of grazers or the building of highways.

- **Seasons:**

**K.8A** Observe and describe weather changes from day to day and over **seasons**.

**1.8C** Identify characteristics of the **seasons** of the year and day and night.

**4.8C** Collect and analyze data to identify sequences and predict patterns of change in shadows, tides, **seasons**, and the observable appearance of the Moon over time.

- **Sources of Water:**

**K.1C** Demonstrate how to use, conserve, and dispose of natural resources and materials such as conserving **water** and reusing or recycling paper, plastic, and metal.

**K.7B** Observe and describe physical properties of natural sources of **water**, including color and clarity.

**K.7C** Give examples of ways rocks, soil, and **water** are useful.

**1.7B** Identify and describe a variety of natural sources of **water**, including streams, lakes, and oceans.

**1.7C** Gather evidence of how rocks, soil, and **water** help to make useful products.

**2.1C** Identify and demonstrate how to use, conserve, and dispose of natural resources and materials such as conserving **water** and reuse or recycling of paper, plastic, and metal.

**2.3A** Identify and explain a problem in his or her own words and propose a task and solution for the problem such as lack of **water** in a habitat.

- **Food Webs:**

**4.9B** Describe the flow of energy through **food webs**, beginning with the Sun, and predict how changes in the ecosystem affect the **food web**.

**5.9B** Describe how the flow of energy derived from the Sun, used by producers to create their own food, is transferred through a food chain and **food web** to consumers and decomposers.

- **Life Cycle of an Animal:**

**1.10D** Observe and record **life cycles** of animals.