

Main Criteria: Kentucky Academic Standards
Secondary Criteria: Virtual Field Trips
Subjects: Science, Social Studies
Grade: 3
Correlation Options: Show Correlated

**Kentucky Academic Standards
 Science**

Grade: 3 - Adopted: 2013

| STRAND | KY.3.B. | Interdependent Relationships in Ecosystems |
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| CATEGORY / GOAL | | Students who demonstrate understanding can: |
| STANDARD / ORGANIZER | 3-LS2-1. | Construct an argument that some animals form groups that help members survive. <u>Virtual Field Trips</u> African Safari How Coral Reefs Are Formed Who Lives On a Coral Reef? |
| STANDARD / ORGANIZER | 3-LS4-3. | Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all. <u>Virtual Field Trips</u> African Safari Galapagos Islands Galapagos Islands - Espagnol Grade 2 -Land and Water Around Us How Coral Reefs Are Formed The Amazon Rainforest The Amazon Rainforest - Part 2 - Younger Grades Who Lives On a Coral Reef? |
| STANDARD / ORGANIZER | 3-LS4-4. | Make a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals that live there may change. <u>Virtual Field Trips</u> African Safari Galapagos Islands Galapagos Islands - Espagnol Grade 3 - Geography of Our Communities The Amazon Rainforest - Part 2 - Younger Grades Who Lives On a Coral Reef? |
| STRAND | KY.3.C. | Inheritance and Variation of Traits: Life Cycles and Traits |
| CATEGORY / GOAL | | Students who demonstrate understanding can: |
| STANDARD / ORGANIZER | 3-LS1-1. | Develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death. <u>Virtual Field Trips</u> Galapagos Islands Galapagos Islands - Espagnol How Coral Reefs Are Formed |
| STANDARD / ORGANIZER | 3-LS4-2. | Use evidence to construct an explanation for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing. <u>Virtual Field Trips</u> African Safari Galapagos Islands Galapagos Islands - Espagnol |

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| | | Grade 2 -Land and Water Around Us How Coral Reefs Are Formed The Amazon Rainforest The Amazon Rainforest - Part 2 - Younger Grades Who Lives On a Coral Reef? |
| STRAND | KY.3.D. | Weather and Climate |
| CATEGORY / GOAL | | Students who demonstrate understanding can: |
| STANDARD / ORGANIZER | 3-ESS2-1. | Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season. <u>Virtual Field Trips</u> African Safari Grade 2 -Land and Water Around Us |
| STANDARD / ORGANIZER | 3-ESS2-2. | Obtain and combine information to describe climates in different regions of the world. <u>Virtual Field Trips</u> Grade 2 -Land and Water Around Us The Amazon Rainforest |
| STANDARD / ORGANIZER | 3-ESS3-1. | Make a claim about the merit of a design solution that reduces the impacts of a weather-related hazard. <u>Virtual Field Trips</u> Grade 3 - Geography of Our Communities |

Kentucky Academic Standards

Social Studies

Grade: 3 - Adopted: 2015

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| STRAND | KY.SS.GC. | Big Idea: Government and Civics - The study of government and civics equips students to understand the nature of government and the unique characteristics of American representative democracy, including its fundamental principles, structure and the role of citizens. Understanding the historical development of structures of power, authority and governance and their evolving functions in contemporary U.S. society and other parts of the world is essential for developing civic competence. An understanding of civic ideals and practices of citizenship is critical to full participation in society and is a central purpose of the social studies. |
| CATEGORY / GOAL | GC.AE. | Academic Expectations |
| STANDARD / ORGANIZER | GC.AE.2.14. | Students understand the democratic principles of justice, equality, responsibility, and freedom and apply them to real-life situations. <u>Virtual Field Trips</u> Grade 2 - Our Government At Work Grade 3 - How Government Helps Our Communities |
| STANDARD / ORGANIZER | GC.AE.2.15. | Students can accurately describe various forms of government and analyze issues that relate to the rights and responsibilities of citizens in a democracy. <u>Virtual Field Trips</u> Grade 3 - How Government Helps Our Communities |
| STRAND | KY.SS.GC. | Big Idea: Government and Civics - The study of government and civics equips students to understand the nature of government and the unique characteristics of American representative democracy, including its fundamental principles, structure and the role of citizens. Understanding the historical development of structures of power, authority and governance and their evolving functions in contemporary U.S. society and other parts of the world is essential for developing civic competence. An understanding of civic ideals |

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| | | and practices of citizenship is critical to full participation in society and is a central purpose of the social studies. |
| CATEGORY / GOAL | GC.EK. | Primary Enduring Knowledge – Understandings |
| STANDARD / ORGANIZER | GC.EK.1. | Local governments are formed to establish order, provide security and accomplish common goals. <u>Virtual Field Trips</u> Grade 3 - How Government Helps Our Communities |
| STANDARD / ORGANIZER | GC.EK.2. | Citizens of local communities have certain rights and responsibilities in a democratic society. <u>Virtual Field Trips</u> Grade 3 - How Government Helps Our Communities |
| STANDARD / ORGANIZER | GC.EK.3. | Local communities promote the basic principles (e.g., liberty, justice, equality, rights, responsibilities) of a democratic form of government. <u>Virtual Field Trips</u> Grade 3 - How Government Helps Our Communities |
| STRAND | KY.SS.GC. | Big Idea: Government and Civics - The study of government and civics equips students to understand the nature of government and the unique characteristics of American representative democracy, including its fundamental principles, structure and the role of citizens. Understanding the historical development of structures of power, authority and governance and their evolving functions in contemporary U.S. society and other parts of the world is essential for developing civic competence. An understanding of civic ideals and practices of citizenship is critical to full participation in society and is a central purpose of the social studies. |
| CATEGORY / GOAL | GC.SC. | Primary Skills and Concepts |
| STANDARD / ORGANIZER | GC.SC.1. | Demonstrate (e.g., speak, draw, write) an understanding of the nature of government: |
| EXPECTATION | GC.SC.1.a. | Explain basic functions (to establish order, to provide security and accomplish common goals) of local government <u>Virtual Field Trips</u> Grade 3 - How Government Helps Our Communities |
| EXPECTATION | GC.SC.1.c. | Investigate how the local government pays for services (by collecting taxes from people who live there) <u>Virtual Field Trips</u> Grade 2 - Work and Money |
| EXPECTATION | GC.SC.1.e. | Investigate the importance of rules and laws and give examples of what life would be like without rules and laws (home, school, community) <u>Virtual Field Trips</u> Grade 2 - Living Together Grade 2 - Our Government At Work |
| STRAND | KY.SS.GC. | Big Idea: Government and Civics - The study of government and civics equips students to understand the nature of government and the unique characteristics of American representative democracy, including its fundamental principles, structure and the role of citizens. Understanding the historical development of structures of power, authority and governance and their evolving functions in contemporary U.S. society and other parts of the world is essential for developing civic competence. An understanding of civic ideals and practices of citizenship is critical to full participation in society and is a central purpose of the social studies. |
| CATEGORY / GOAL | GC.SC. | Primary Skills and Concepts |
| STANDARD / ORGANIZER | GC.SC.2. | Explore personal rights and responsibilities: |

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| EXPECTATION | GC.SC.2.a. | <p>Explain, demonstrate, give examples of ways to show good citizenship at school and in the community (e.g., recycling, picking up trash)</p> <p><u>Virtual Field Trips</u> Grade 2 - Work and Money Grade 3 - How Government Helps Our Communities</p> |
| EXPECTATION | GC.SC.2.b. | <p>Describe the importance of civic participation and locate examples (e.g., donating canned food to a class food drive) in current events/news</p> <p><u>Virtual Field Trips</u> Grade 2 - Work and Money Grade 3 - How Government Helps Our Communities</p> |
| STRAND | KY.SS.CS. | <p>Big Idea: Cultures and Societies - Culture is the way of life shared by a group of people, including their ideas and traditions. Cultures reflect the values and beliefs of groups in different ways (e.g., art, music, literature, religion); however, there are universals connecting all cultures. Culture influences viewpoints, rules and institutions in a global society. Students should understand that people form cultural groups throughout the United States and the World, and that issues and challenges unite and divide them.</p> |
| CATEGORY / GOAL | CS.EK. | Primary Enduring Knowledge – Understandings |
| STANDARD / ORGANIZER | CS.EK.1. | <p>Culture is a system of beliefs, knowledge, institutions, customs/traditions, languages and skills shared by a group of people.</p> <p><u>Virtual Field Trips</u> Exploring Cuba Grade 3 - A Country of Cultures Jerusalem - Then and Now (Younger Grades) Rome - The Eternal City - Part 2 The Amazon Rainforest The Amazon Rainforest - Part 2 - Younger Grades</p> |
| STANDARD / ORGANIZER | CS.EK.2. | <p>Cultures develop social institutions (e.g., government, economy, education, religion, family) to structure society, influence behavior, and respond to human needs.</p> <p><u>Virtual Field Trips</u> Grade 2 - Work and Money Grade 3 - I Am a Consumer Jerusalem - Then and Now (Younger Grades)</p> |
| STANDARD / ORGANIZER | CS.EK.5. | <p>An understanding and appreciation of the diverse complexity of cultures is essential to interact effectively and work cooperatively with the many diverse ethnic and cultural groups of today.</p> <p><u>Virtual Field Trips</u> Exploring Cuba Grade 3 - A Country of Cultures Rome - The Eternal City - Part 2 The Amazon Rainforest The Amazon Rainforest - Part 2 - Younger Grades</p> |
| STRAND | KY.SS.CS. | <p>Big Idea: Cultures and Societies - Culture is the way of life shared by a group of people, including their ideas and traditions. Cultures reflect the values and beliefs of groups in different ways (e.g., art, music, literature, religion); however, there are universals connecting all cultures. Culture influences viewpoints, rules and institutions in a global society. Students should understand that people form cultural groups throughout the United States and the World, and that issues and challenges unite and divide them.</p> |
| CATEGORY / GOAL | CS.SC. | Primary Skills and Concepts |
| STANDARD / ORGANIZER | CS.SC.1. | Develop an understanding of the nature of culture: |

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| EXPECTATION | CS.SC.1.a. | <p>Explore and describe cultural elements (e.g., beliefs, traditions, languages, skills, literature, the arts)</p> <p><u>Virtual Field Trips</u> Exploring Cuba Grade 3 - A Country of Cultures Jerusalem - Then and Now (Younger Grades) Rome - The Eternal City - Part 2 The Amazon Rainforest The Amazon Rainforest - Part 2 - Younger Grades</p> |
| EXPECTATION | CS.SC.1.b. | <p>Investigate diverse cultures using print and non-print sources (e.g., stories, books, interviews, observations)</p> <p><u>Virtual Field Trips</u> Exploring Cuba Grade 3 - A Country of Cultures Rome - The Eternal City - Part 2 The Amazon Rainforest The Amazon Rainforest - Part 2 - Younger Grades</p> |
| STRAND | KY.SS.E. | <p>Big Idea: Economics - Economics includes the study of production, distribution, and consumption of goods and services. Students need to understand how their economic decisions affect them, others and the nation as a whole. The purpose of economic education is to enable individuals to function effectively both in their own personal lives and as citizens and participants in an increasingly connected world economy. Students need to understand the benefits and costs of economic interaction and interdependence among people, societies and governments.</p> |
| CATEGORY / GOAL | E.EK. | Primary Enduring Knowledge – Understandings |
| STANDARD / ORGANIZER | E.EK.1. | <p>The basic economic problem confronting individuals and groups in our community today is scarcity; as a result of scarcity economic choices and decisions must be made.</p> <p><u>Virtual Field Trips</u> Grade 2 - Work and Money</p> |
| STANDARD / ORGANIZER | E.EK.2. | <p>A variety of fundamental economic concepts (e.g., supply and demand, opportunity cost) impact individuals, groups and businesses in the community today.</p> <p><u>Virtual Field Trips</u> Grade 3 - Businesses At Work Grade 3 - I Am a Consumer</p> |
| STANDARD / ORGANIZER | E.EK.4. | <p>Markets enable buyers and sellers to exchange goods and services.</p> <p><u>Virtual Field Trips</u> Grade 2 - Work and Money Grade 3 - I Am a Consumer</p> |
| STANDARD / ORGANIZER | E.EK.6. | <p>Individuals, groups and businesses in the community demonstrate interdependence as they make economic decisions about the use of resources (e.g., natural, human, capital) in the production, distribution, and consumption of goods and services.</p> <p><u>Virtual Field Trips</u> Grade 2 - Work and Money Grade 3 - I Am a Consumer</p> |
| STRAND | KY.SS.E. | <p>Big Idea: Economics - Economics includes the study of production, distribution, and consumption of goods and services. Students need to understand how their economic decisions affect them, others and the nation as a whole. The purpose of economic education is to enable individuals to function effectively both in their own personal lives and as citizens and participants in an increasingly connected world economy. Students need to</p> |

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| | | understand the benefits and costs of economic interaction and interdependence among people, societies and governments. |
| CATEGORY / GOAL | E.SC. | Primary Skills and Concepts |
| STANDARD / ORGANIZER | E.SC.1. | Develop an understanding of the nature of limited resources and scarcity: |
| EXPECTATION | E.SC.1.b. | Explain why people cannot have all the goods and services they want <u>Virtual Field Trips</u> Grade 2 - Work and Money |
| EXPECTATION | E.SC.1.c. | Solve economic problems related to prioritizing resources, saving, loaning and spending money <u>Virtual Field Trips</u> Grade 2 - Work and Money Grade 3 - I Am a Consumer |
| STRAND | KY.SS.E. | Big Idea: Economics - Economics includes the study of production, distribution, and consumption of goods and services. Students need to understand how their economic decisions affect them, others and the nation as a whole. The purpose of economic education is to enable individuals to function effectively both in their own personal lives and as citizens and participants in an increasingly connected world economy. Students need to understand the benefits and costs of economic interaction and interdependence among people, societies and governments. |
| CATEGORY / GOAL | E.SC. | Primary Skills and Concepts |
| STANDARD / ORGANIZER | E.SC.2. | Investigate banks in the community and explain how they help people (e.g., loan money, save money) <u>Virtual Field Trips</u> Grade 2 - Work and Money Grade 3 - I Am a Consumer |
| STANDARD / ORGANIZER | E.SC.3. | Compare ways people in the past/present acquired what they needed, using basic economic terms related to markets (e.g., goods, services, profit, consumer, producer, supply, demand, buyers, sellers, barter) <u>Virtual Field Trips</u> Grade 2 - Work and Money Grade 3 - Businesses At Work Grade 3 - I Am a Consumer |
| STANDARD / ORGANIZER | E.SC.4. | Describe and give examples of production, distribution and consumption of goods and services in the community <u>Virtual Field Trips</u> Grade 2 - Work and Money Grade 3 - Businesses At Work Grade 3 - I Am a Consumer |
| STRAND | KY.SS.G. | Big Idea: Geography - Geography includes the study of the five fundamental themes of location, place, regions, movement and human/environmental interaction. Students need geographic knowledge to analyze issues and problems to better understand how humans have interacted with their environment over time, how geography has impacted settlement and population, and how geographic factors influence climate, culture, the economy and world events. A geographic perspective also enables students to better understand the past and present and to prepare for the future. |
| CATEGORY / GOAL | G.AE. | Academic Expectations |
| STANDARD / ORGANIZER | G.AE.2.19. | Students recognize and understand the relationship between people and geography and apply their knowledge in real-life |

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| | | <p>situations.</p> <p><u>Virtual Field Trips</u> Grade 2 -Land and Water Around Us The Amazon Rainforest The Amazon Rainforest - Part 2 - Younger Grades</p> |
| STRAND | KY.SS.G. | <p>Big Idea: Geography - Geography includes the study of the five fundamental themes of location, place, regions, movement and human/environmental interaction. Students need geographic knowledge to analyze issues and problems to better understand how humans have interacted with their environment over time, how geography has impacted settlement and population, and how geographic factors influence climate, culture, the economy and world events. A geographic perspective also enables students to better understand the past and present and to prepare for the future.</p> |
| CATEGORY / GOAL | G.EK. | Primary Enduring Knowledge – Understandings |
| STANDARD / ORGANIZER | G.EK.1. | <p>The use of geographic tools (e.g., maps, globes, charts, graphs) and mental maps help to locate places, recognize patterns and identify geographic features.</p> <p><u>Virtual Field Trips</u> Grade 2 -Land and Water Around Us</p> |
| STANDARD / ORGANIZER | G.EK.2. | <p>Patterns emerge as humans move, settle and interact on Earth’s surface and can be identified by examining the location of physical and human characteristics, how they are arranged and why they are in particular locations.</p> <p><u>Virtual Field Trips</u> African Safari Exploring Cuba Grade 2 -Land and Water Around Us Grade 3 - Geography of Our Communities Grade 4 - Southeast Region of the U.S. Paris - City of Light - Grades K - 5 The Amazon Rainforest The Amazon Rainforest - Part 2 - Younger Grades</p> |
| STANDARD / ORGANIZER | G.EK.3. | <p>People depend on, adapt to, and/or modify the environment to meet basic needs. Human actions modify the physical environment and in turn, the physical environment limits and/or promotes human activities.</p> <p><u>Virtual Field Trips</u> Grade 2 -Land and Water Around Us The Amazon Rainforest The Amazon Rainforest - Part 2 - Younger Grades</p> |
| STRAND | KY.SS.G. | <p>Big Idea: Geography - Geography includes the study of the five fundamental themes of location, place, regions, movement and human/environmental interaction. Students need geographic knowledge to analyze issues and problems to better understand how humans have interacted with their environment over time, how geography has impacted settlement and population, and how geographic factors influence climate, culture, the economy and world events. A geographic perspective also enables students to better understand the past and present and to prepare for the future.</p> |
| CATEGORY / GOAL | G.SC. | Primary Skills and Concepts |
| STANDARD / ORGANIZER | G.SC.1. | <p>Develop an understanding of patterns on the Earth’s surface using a variety of geographic tools (e.g., maps, globes, charts, graphs):</p> |
| EXPECTATION | G.SC.1.a. | <p>Locate and describe familiar places at school and the community</p> <p><u>Virtual Field Trips</u></p> |

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| | | Grade 2 - Living Together Grade 3 - Geography of Our Communities Grade 3 - How The Country Was Settled Grade 3 - The First Americans |
| EXPECTATION | G.SC.1.c. | Identify major landforms (e.g., continents, mountain ranges) and major bodies of water (e.g., oceans, rivers) <u>Virtual Field Trips</u> African Safari Exploring Cuba Grade 2 -Land and Water Around Us Grade 3 - Geography of Our Communities Grade 4 - Southeast Region of the U.S. Paris - City of Light - Grades K - 5 The Amazon Rainforest The Amazon Rainforest - Part 2 - Younger Grades |
| STRAND | KY.SS.G. | Big Idea: Geography - Geography includes the study of the five fundamental themes of location, place, regions, movement and human/environmental interaction. Students need geographic knowledge to analyze issues and problems to better understand how humans have interacted with their environment over time, how geography has impacted settlement and population, and how geographic factors influence climate, culture, the economy and world events. A geographic perspective also enables students to better understand the past and present and to prepare for the future. |
| CATEGORY / GOAL | G.SC. | Primary Skills and Concepts |
| STANDARD / ORGANIZER | G.SC.2. | Investigate the Earth's surface using print and non-print sources (e.g., books, magazines, films, Internet, geographic tools): |
| EXPECTATION | G.SC.2.a. | Locate and describe places (e.g., local environments, different habitats) using their physical characteristics (e.g., landforms, bodies of water) <u>Virtual Field Trips</u> African Safari Exploring Cuba Grade 2 -Land and Water Around Us Grade 3 - Geography of Our Communities Grade 4 - Southeast Region of the U.S. Paris - City of Light - Grades K - 5 The Amazon Rainforest The Amazon Rainforest - Part 2 - Younger Grades |
| STRAND | KY.SS.G. | Big Idea: Geography - Geography includes the study of the five fundamental themes of location, place, regions, movement and human/environmental interaction. Students need geographic knowledge to analyze issues and problems to better understand how humans have interacted with their environment over time, how geography has impacted settlement and population, and how geographic factors influence climate, culture, the economy and world events. A geographic perspective also enables students to better understand the past and present and to prepare for the future. |
| CATEGORY / GOAL | G.SC. | Primary Skills and Concepts |
| STANDARD / ORGANIZER | G.SC.3. | Compare ways people and animals modify the physical environment to meet their basic needs (e.g., clearing land to build homes versus building nests and burrows as shelters) <u>Virtual Field Trips</u> African Safari Galapagos Islands |
| STRAND | KY.SS.HP. | Big Idea: Historical Perspective - History is an account of events, people, ideas and their interaction over time that can be interpreted |

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| | | through multiple perspectives. In order for students to understand the present and plan for the future, they must understand the past. Studying history engages students in the lives, aspirations, struggles, accomplishments, and failures of real people. Students need to think in an historical context in order to understand significant ideas, beliefs, themes, patterns and events, and how individuals and societies have changed over time in Kentucky, the United States and the World. |
| CATEGORY / GOAL | HP.AE. | Academic Expectations |
| STANDARD / ORGANIZER | HP.AE.2.20. | Students understand, analyze, and interpret historical events, conditions, trends, and issues to develop historical perspective. <u>Virtual Field Trips</u> Grade 2 - Early Americans Grade 3 - How The Country Was Settled Grade 3 - The First Americans Rome - The Eternal City - Part 1 Rome - The Eternal City - Part 2 Washington, DC - Grades K - 5 |
| STRAND | KY.SS.HP. | Big Idea: Historical Perspective - History is an account of events, people, ideas and their interaction over time that can be interpreted through multiple perspectives. In order for students to understand the present and plan for the future, they must understand the past. Studying history engages students in the lives, aspirations, struggles, accomplishments, and failures of real people. Students need to think in an historical context in order to understand significant ideas, beliefs, themes, patterns and events, and how individuals and societies have changed over time in Kentucky, the United States and the World. |
| CATEGORY / GOAL | HP.EK. | Primary Enduring Knowledge – Understandings |
| STANDARD / ORGANIZER | HP.EK.2. | History is a series of connected events shaped by multiple cause-effect relationships, tying past to present. <u>Virtual Field Trips</u> Grade 3 - How The Country Was Settled Grade 3 - The First Americans Rome - The Eternal City - Part 1 Rome - The Eternal City - Part 2 |
| STANDARD / ORGANIZER | HP.EK.3. | History has been impacted by significant individuals and groups. <u>Virtual Field Trips</u> Grade 2 - Early Americans Grade 3 - How The Country Was Settled Grade 3 - The First Americans Washington, DC - Grades K - 5 |
| STRAND | KY.SS.HP. | Big Idea: Historical Perspective - History is an account of events, people, ideas and their interaction over time that can be interpreted through multiple perspectives. In order for students to understand the present and plan for the future, they must understand the past. Studying history engages students in the lives, aspirations, struggles, accomplishments, and failures of real people. Students need to think in an historical context in order to understand significant ideas, beliefs, themes, patterns and events, and how individuals and societies have changed over time in Kentucky, the United States and the World. |
| CATEGORY / GOAL | HP.SC. | Primary Skills and Concepts |
| STANDARD / ORGANIZER | HP.SC.1. | Develop an understanding of the nature of history using a variety of tools (e.g., primary and secondary sources, family mementoes, artifacts, Internet, diaries, timelines, maps): |
| EXPECTATION | HP.SC.1.b. | Distinguish among past, present and future people, places, events <u>Virtual Field Trips</u> |

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| | | Grade 2 - Early Americans Grade 3 - How The Country Was Settled Grade 3 - The First Americans Washington, DC - Grades K - 5 |
| EXPECTATION | HP.SC.1.c. | Explain why people move and settle in different places; explore the contributions of diverse groups <u>Virtual Field Trips</u> Grade 2 - Our Government At Work Grade 3 - A Country of Cultures |
| STRAND | KY.SS.HP. | Big Idea: Historical Perspective - History is an account of events, people, ideas and their interaction over time that can be interpreted through multiple perspectives. In order for students to understand the present and plan for the future, they must understand the past. Studying history engages students in the lives, aspirations, struggles, accomplishments, and failures of real people. Students need to think in an historical context in order to understand significant ideas, beliefs, themes, patterns and events, and how individuals and societies have changed over time in Kentucky, the United States and the World. |
| CATEGORY / GOAL | HP.SC. | Primary Skills and Concepts |
| STANDARD / ORGANIZER | HP.SC.2. | Use print and non-print sources (e.g., stories, folktales, legends, films, magazines, Internet, oral history): |
| EXPECTATION | HP.SC.2.b. | Explore and give examples of change over time (e.g., transportation, clothing, communication, technology, occupations) <u>Virtual Field Trips</u> Grade 2 - Early Americans Grade 3 - The First Americans |
| STRAND | KY.SS.HP. | Big Idea: Historical Perspective - History is an account of events, people, ideas and their interaction over time that can be interpreted through multiple perspectives. In order for students to understand the present and plan for the future, they must understand the past. Studying history engages students in the lives, aspirations, struggles, accomplishments, and failures of real people. Students need to think in an historical context in order to understand significant ideas, beliefs, themes, patterns and events, and how individuals and societies have changed over time in Kentucky, the United States and the World. |
| CATEGORY / GOAL | HP.SC. | Primary Skills and Concepts |
| STANDARD / ORGANIZER | HP.SC.3. | Investigate the significance of patriotic symbols, patriotic songs, patriotic holidays and landmarks (e.g., the flag of the United States, the song "My Country, 'Tis of Thee," the Fourth of July, Veterans' Day, the Statue of Liberty) <u>Virtual Field Trips</u> Grade 2 - Our Government At Work Grade 3 - How Government Helps Our Communities Washington, DC - Grades K - 5 |