

Main Criteria: Kentucky Academic Standards
Secondary Criteria: Virtual Field Trips
Subjects: Science, Social Studies
Grade: 9
Correlation Options: Show Correlated

**Kentucky Academic Standards
 Science**

Grade: 9 - Adopted: 2013

STRAND	KY.HS.F.	Structure and Function
CATEGORY / GOAL		Students who demonstrate understanding can:
STANDARD / ORGANIZER	HS-LS1-3.	<p>Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis.</p> <p><u>Virtual Field Trips</u> Galapagos Islands - Espagnol La Selva Amazonica - Pte 1 (En Espagnol) National Parks West - Nevada, California The Amazon Rainforest - Part 1 - Older Grades</p>
STRAND	KY.HS.G.	Matter and Energy in Organisms and Ecosystems
CATEGORY / GOAL		Students who demonstrate understanding can:
STANDARD / ORGANIZER	HS-LS2-3.	<p>Construct and revise an explanation based on evidence for the cycling of matter and flow of energy in aerobic and anaerobic conditions.</p> <p><u>Virtual Field Trips</u> La Selva Amazonica - Pte 1 (En Espagnol) The Amazon Rainforest - Part 1 - Older Grades The Amazon Rainforest - Part 2 - Older Grades</p>
STANDARD / ORGANIZER	HS-LS2-4.	<p>Use a mathematical representation to support claims for the cycling of matter and flow of energy among organisms in an ecosystem.</p> <p><u>Virtual Field Trips</u> Galapagos Islands - Espagnol La Selva Amazonica - Pte 1 (En Espagnol) The Amazon Rainforest - Part 1 - Older Grades The Amazon Rainforest - Part 2 - Older Grades</p>
STRAND	KY.HS.H.	Interdependent Relationships in Ecosystems
CATEGORY / GOAL		Students who demonstrate understanding can:
STANDARD / ORGANIZER	HS-LS2-2.	<p>Use mathematical representations to support and revise explanations based on evidence about factors affecting biodiversity and populations in ecosystems of different scales.</p> <p><u>Virtual Field Trips</u> Galapagos Islands - Espagnol La Selva Amazonica - Pte 1 (En Espagnol) National Parks - West - Alaska & Hawaii National Parks West - Nevada, California National Parks West - Wyoming, Utah National Parks of the Western Region - Part 1 The Amazon Rainforest - Part 1 - Older Grades The Amazon Rainforest - Part 2 - Older Grades</p>
STANDARD / ORGANIZER	HS-LS2-6.	<p>Evaluate the claims, evidence, and reasoning that the complex interactions in ecosystems maintain relatively consistent numbers and types of organisms in stable conditions, but changing conditions may result in a new ecosystem.</p> <p><u>Virtual Field Trips</u> Galapagos Islands - Espagnol</p>

		La Selva Amazonica - Pte 1 (En Espagnol) The Amazon Rainforest - Part 1 - Older Grades
STANDARD / ORGANIZER	HS-LS2-7.	Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity. <u>Virtual Field Trips</u> Galapagos Islands - Espagnol National Parks - West - Alaska & Hawaii National Parks West - Nevada, California National Parks West - Wyoming, Utah National Parks of the Western Region - Part 1 The Amazon Rainforest - Part 2 - Older Grades
STANDARD / ORGANIZER	HS-LS2-8.	Evaluate the evidence for the role of group behavior on individual and species' chances to survive and reproduce. <u>Virtual Field Trips</u> National Parks - West - Alaska & Hawaii National Parks West - Wyoming, Utah
STANDARD / ORGANIZER	HS-LS4-6.	Create or revise a simulation to test a solution to mitigate adverse impacts of human activity on biodiversity. <u>Virtual Field Trips</u> Galapagos Islands - Espagnol National Parks - West - Alaska & Hawaii National Parks West - Nevada, California National Parks West - Wyoming, Utah National Parks of the Western Region - Part 1 The Amazon Rainforest - Part 2 - Older Grades
STRAND	KY.HS.J.	Natural Selection and Evolution
CATEGORY / GOAL		Students who demonstrate understanding can:
STANDARD / ORGANIZER	HS-LS4-2.	Construct an explanation based on evidence that the process of evolution primarily results from four factors: (1) the potential for a species to increase in number, (2) the heritable genetic variation of individuals in a species due to mutation and sexual reproduction, (3) competition for limited resources, and (4) the proliferation of those organisms that are better able to survive and reproduce in the environment. <u>Virtual Field Trips</u> Galapagos Islands - Espagnol
STANDARD / ORGANIZER	HS-LS4-4.	Construct an explanation based on evidence for how natural selection leads to adaptation of populations. <u>Virtual Field Trips</u> Galapagos Islands - Espagnol
STANDARD / ORGANIZER	HS-LS4-5.	Evaluate the evidence supporting claims that changes in environmental conditions may result in: (1) increases in the number of individuals of some species, (2) the emergence of new species over time, and (3) the extinction of other species. <u>Virtual Field Trips</u> Galapagos Islands - Espagnol The Amazon Rainforest - Part 2 - Older Grades
STRAND	KY.HS.L.	History of Earth
CATEGORY / GOAL		Students who demonstrate understanding can:
STANDARD / ORGANIZER	HS-ESS1-5.	Evaluate evidence of the past and current movements of continental and oceanic crust and the theory of plate tectonics to explain the ages of crustal rocks. <u>Virtual Field Trips</u> National Parks - West - Alaska & Hawaii

		National Parks West - Nevada, California National Parks West - Wyoming, Utah National Parks of the Western Region - Part 1
STANDARD / ORGANIZER	HS-ESS2-1.	Develop a model to illustrate how Earth's internal and surface processes operate at different spatial and temporal scales to form continental and ocean-floor features. <u>Virtual Field Trips</u> National Parks - West - Alaska & Hawaii National Parks West - Nevada, California National Parks West - Wyoming, Utah National Parks of the Western Region - Part 1
STRAND	KY.HS.M.	Earth's Systems
CATEGORY / GOAL		Students who demonstrate understanding can:
STANDARD / ORGANIZER	HS-ESS2-2.	Analyze geoscience data to make the claim that one change to Earth's surface can create feedbacks that cause changes to other Earth systems. <u>Virtual Field Trips</u> National Parks West - Nevada, California National Parks of the Western Region - Part 1 The Amazon Rainforest - Part 2 - Older Grades
STANDARD / ORGANIZER	HS-ESS2-5.	Plan and conduct an investigation of the properties of water and its effects on Earth materials and surface processes. <u>Virtual Field Trips</u> National Parks - West - Alaska & Hawaii National Parks West - Wyoming, Utah National Parks of the Western Region - Part 1
STANDARD / ORGANIZER	HS-ESS2-6.	Develop a quantitative model to describe the cycling of carbon among the hydrosphere, atmosphere, geosphere, and biosphere. <u>Virtual Field Trips</u> The Amazon Rainforest - Part 2 - Older Grades
STRAND	KY.HS.N.	Weather and Climate
CATEGORY / GOAL		Students who demonstrate understanding can:
STANDARD / ORGANIZER	HS-ESS2-4.	Use a model to describe how variations in the flow of energy into and out of Earth systems result in changes in climate. <u>Virtual Field Trips</u> National Parks - West - Alaska & Hawaii National Parks of the Western Region - Part 1
STANDARD / ORGANIZER	HS-ESS3-5.	Analyze geoscience data and the results from global climate models to make an evidence-based forecast of the current rate of global or regional climate change and associated future impacts to Earth systems. <u>Virtual Field Trips</u> National Parks - West - Alaska & Hawaii National Parks of the Western Region - Part 1
STRAND	KY.HS.O.	Human Impacts
CATEGORY / GOAL		Students who demonstrate understanding can:
STANDARD / ORGANIZER	HS-ESS3-1.	Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and changes in climate have influenced human activity. <u>Virtual Field Trips</u> Galapagos Islands - Espagnol National Parks - West - Alaska & Hawaii The Amazon Rainforest - Part 2 - Older Grades

STANDARD / ORGANIZER	HS-ESS3-2.	Evaluate competing design solutions for developing, managing, and utilizing energy and mineral resources based on cost-benefit ratios. <u>Virtual Field Trips</u> Galapagos Islands - Espagnol National Parks - West - Alaska & Hawaii National Parks West - Nevada, California National Parks of the Western Region - Part 1 The Amazon Rainforest - Part 2 - Older Grades
STANDARD / ORGANIZER	HS-ESS3-3.	Create a computational simulation to illustrate the relationships among management of natural resources, the sustainability of human populations, and biodiversity. <u>Virtual Field Trips</u> Galapagos Islands - Espagnol National Parks - West - Alaska & Hawaii National Parks West - Nevada, California National Parks West - Wyoming, Utah National Parks of the Western Region - Part 1 The Amazon Rainforest - Part 2 - Older Grades
STANDARD / ORGANIZER	HS-ESS3-4.	Evaluate or refine a technological solution that reduces impacts of human activities on natural systems. <u>Virtual Field Trips</u> Galapagos Islands - Espagnol
STANDARD / ORGANIZER	HS-ESS3-6.	Use a computational representation to illustrate the relationships among Earth systems and how those relationships are being modified due to human activity. <u>Virtual Field Trips</u> Galapagos Islands - Espagnol National Parks - West - Alaska & Hawaii National Parks West - Nevada, California The Amazon Rainforest - Part 2 - Older Grades
STRAND	KY.HS.P.	Engineering Design
CATEGORY / GOAL		Students who demonstrate understanding can:
STANDARD / ORGANIZER	HS-ETS1-1.	Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants. <u>Virtual Field Trips</u> The Amazon Rainforest - Part 2 - Older Grades

Kentucky Academic Standards

Social Studies

Grade: 9 - Adopted: 2015

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.EK.	High School Enduring Knowledge – Understandings
STANDARD / ORGANIZER	GC.EK.3.	The Constitution of the United States establishes a government of limited powers that are shared among different levels and

		<p>branches. The provisions of the U.S. Constitution have allowed our government to change over time to meet the changing needs of our society.</p> <p><u>Virtual Field Trips</u> Washington, DC - Grades 6 - 12</p>
STANDARD / ORGANIZER	GC.EK.8.	<p>The development and ongoing functions of a political system (e.g., elections, political parties, campaigns, political identity and culture, the role of the media) is necessary for a democratic form of government to be effective.</p> <p><u>Virtual Field Trips</u> Washington, DC - Grades 6 - 12</p>
STRAND	KY.SS.GC.	<p>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.</p>
CATEGORY / GOAL	GC.SC.	High School Skills and Concepts
STANDARD / ORGANIZER	GC.SC.2.	Examine issues related to the intent of the Constitution of the United States and its amendments:
EXPECTATION	GC.SC.2.a.	<p>Explain the principles of limited government (e.g., rule of law, federalism, checks and balances, majority rule, protection of minority rights, separation of powers) and how effective these principles are in protecting individual rights and promoting the "common good"</p> <p><u>Virtual Field Trips</u> Washington, DC - Grades 6 - 12</p>
EXPECTATION	GC.SC.2.b.	<p>Analyze how powers of government are distributed and shared among levels and branches, and how this distribution of powers works to protect the "common good" (e.g., Congress legislates on behalf of the people, the President represents the people as a nation, the Supreme Court acts on behalf of the people as a whole when it interprets the Constitution)</p> <p><u>Virtual Field Trips</u> Washington, DC - Grades 6 - 12</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 (e.g., food, clothing, shelter, communication) 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.	High School 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. Through a society's culture, individuals learn the relationships, structures, patterns and processes to be members of the society.</p> <p><u>Virtual Field Trips</u> Jerusalem - Then and Now (Older Grades) La Selva Amazonica - Pte 1 (En Espagnol)</p>

		The Amazon Rainforest - Part 1 - Older Grades The Amazon Rainforest - Part 2 - Older Grades
STANDARD / ORGANIZER	CS.EK.2.	Social institutions (e.g., government, economy, education, religion, family) respond to human needs, structure society, and influence behavior within different cultures. <u>Virtual Field Trips</u> Jerusalem - Then and Now (Older Grades)
STANDARD / ORGANIZER	CS.EK.4.	Culture affects how people in a society behave in relation to groups and their environment. <u>Virtual Field Trips</u> The Amazon Rainforest - Part 2 - Older Grades
STRAND	KY.SS.CS.	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 (e.g., food, clothing, shelter, communication) 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.
CATEGORY / GOAL	CS.SC.	High School Skills and Concepts
STANDARD / ORGANIZER	CS.SC.1.	Demonstrate an understanding of the nature of culture:
EXPECTATION	CS.SC.1.b.	Describe how belief systems, knowledge, technology, and behavior patterns define cultures <u>Virtual Field Trips</u> Jerusalem - Then and Now (Older Grades)
STRAND	KY.SS.CS.	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 (e.g., food, clothing, shelter, communication) 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.
CATEGORY / GOAL	CS.SC.	High School Skills and Concepts
STANDARD / ORGANIZER	CS.SC.5.	Compare examples of cultural elements (e.g., beliefs, customs/traditions, languages, skills, literature, the arts) of diverse groups today to those of the past, using information from a variety of print and non-print sources (e.g., autobiographies, biographies, documentaries, news media, artifacts) <u>Virtual Field Trips</u> Jerusalem - Then and Now (Older Grades) La Selva Amazonica - Pte 1 (En Espagnol) The Amazon Rainforest - Part 1 - Older Grades The Amazon Rainforest - Part 2 - Older 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.AE.	Academic Expectations

STANDARD / ORGANIZER	G.AE.2.19.	<p>Students recognize and understand the relationship between people and geography and apply their knowledge in real-life situations.</p> <p><u>Virtual Field Trips</u> La Selva Amazonica - Pte 1 (En Espagnol) The Amazon Rainforest - Part 1 - Older Grades The Amazon Rainforest - Part 2 - Older 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.	High School Enduring Knowledge – Understandings
STANDARD / ORGANIZER	G.EK.1.	<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. Economic, political, cultural and social processes interact to shape patterns of human populations, interdependence, cooperation and conflict.</p> <p><u>Virtual Field Trips</u> Barcelona - English Barcelona - Espagnol La Selva Amazonica - Pte 1 (En Espagnol) National Parks - West - Alaska & Hawaii National Parks West - Nevada, California National Parks West - Wyoming, Utah National Parks of the Western Region - Part 1 Paris - City of Light - Grades 6 - 12 Paris - La Ville Lumiere (En Francais) The Amazon Rainforest - Part 1 - Older Grades The Amazon Rainforest - Part 2 - Older Grades</p>
STANDARD / ORGANIZER	G.EK.2.	<p>Regions help us to see the Earth as an integrated system of places and features organized by such principles as landform types, political units, economic patterns and cultural groups. People vary in how they organize, interpret and use information about places and regions.</p> <p><u>Virtual Field Trips</u> Barcelona - English Barcelona - Espagnol La Selva Amazonica - Pte 1 (En Espagnol) National Parks - West - Alaska & Hawaii National Parks West - Nevada, California National Parks West - Wyoming, Utah National Parks of the Western Region - Part 1 Paris - City of Light - Grades 6 - 12 Paris - La Ville Lumiere (En Francais) The Amazon Rainforest - Part 1 - Older Grades The Amazon Rainforest - Part 2 - Older Grades</p>
STANDARD / ORGANIZER	G.EK.3.	<p>Human actions modify the physical environment and, in turn, the physical environment limits or promotes human activities.</p> <p><u>Virtual Field Trips</u> La Selva Amazonica - Pte 1 (En Espagnol) The Amazon Rainforest - Part 1 - Older Grades The Amazon Rainforest - Part 2 - Older Grades</p>

STANDARD / ORGANIZER	G.EK.6.	<p>Citizens in an interdependent global community impact their physical environments through the use of land and other resources.</p> <p><u>Virtual Field Trips</u> La Selva Amazonica - Pte 1 (En Espagnol) The Amazon Rainforest - Part 1 - Older Grades The Amazon Rainforest - Part 2 - Older Grades</p>
STANDARD / ORGANIZER	G.EK.8.	<p>Many of the important issues facing societies involve the consequences of interactions between human and physical systems. Complex interrelationships between societies and their physical environments influence conditions locally, regionally and globally.</p> <p><u>Virtual Field Trips</u> La Selva Amazonica - Pte 1 (En Espagnol) The Amazon Rainforest - Part 1 - Older Grades The Amazon Rainforest - Part 2 - Older 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.	High School Skills and Concepts
STANDARD / ORGANIZER	G.SC.1.	Use a variety of geographic tools (e.g., maps, globes, charts, graphs, photographs, models, data bases, satellite images):
EXPECTATION	G.SC.1.a.	<p>Analyze the distribution of physical and human features on Earth's surface</p> <p><u>Virtual Field Trips</u> Barcelona - English Barcelona - Espagnol La Selva Amazonica - Pte 1 (En Espagnol) National Parks - West - Alaska & Hawaii National Parks West - Nevada, California National Parks West - Wyoming, Utah National Parks of the Western Region - Part 1 Paris - City of Light - Grades 6 - 12 Paris - La Ville Lumiere (En Francais) The Amazon Rainforest - Part 1 - Older Grades The Amazon Rainforest - Part 2 - Older 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.	High School Skills and Concepts
STANDARD / ORGANIZER	G.SC.2.	Investigate regions of the Earth's surface using information from print and non-print sources (e.g., books, films, periodicals, Internet, geographic tools, news media):
EXPECTATION	G.SC.2.a.	Interpret how places and regions serve as meaningful symbols for individuals and societies (e.g., Jerusalem, Vietnam Memorial, Ellis

		Island, the Appalachian region) <u>Virtual Field Trips</u> Jerusalem - Then and Now (Older Grades)
EXPECTATION	G.SC.2.b.	Analyze pros and cons of physical (e.g., climate, mountains, rivers) and human characteristics (e.g., interstate highways, urban centers, workforce) of regions in terms of human activity <u>Virtual Field Trips</u> La Selva Amazonica - Pte 1 (En Espagnol) National Parks - West - Alaska & Hawaii National Parks West - Nevada, California National Parks West - Wyoming, Utah National Parks of the Western Region - Part 1 Paris - City of Light - Grades 6 - 12 Paris - La Ville Lumiere (En Francais) The Amazon Rainforest - Part 1 - Older Grades
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.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> Washington, DC - Grades 6 - 12
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.	High School 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> Washington, DC - Grades 6 - 12
STANDARD / ORGANIZER	HP.EK.3.	Geography and natural resources have a significant impact on historical perspectives and events. <u>Virtual Field Trips</u> La Selva Amazonica - Pte 1 (En Espagnol) The Amazon Rainforest - Part 1 - Older Grades The Amazon Rainforest - Part 2 - Older Grades
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.US.H.	High School Understandings (specific to United States History, from Reconstruction to the Present)
STANDARD / ORGANIZER	HP.US.H.2.	U.S. History has been impacted by significant individuals and groups. <u>Virtual Field Trips</u> National Parks - West - Alaska & Hawaii National Parks West - Nevada, California National Parks West - Wyoming, Utah National Parks of the Western Region - Part 1 Washington, DC - Grades 6 - 12
STANDARD / ORGANIZER	HP.US.H.3.	Each era in the history of the United States has social, political and economic characteristics. <u>Virtual Field Trips</u> Washington, DC - Grades 6 - 12
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.WCH.	High School Understandings (specific to World Civilizations History, 1500 A.D. to the Present)
STANDARD / ORGANIZER	HP.WCH.3.	Each era in the history of the world has social, political and economic characteristics. <u>Virtual Field Trips</u> Washington, DC - Grades 6 - 12