

Main Criteria: Kentucky Academic Standards

Secondary Criteria: Virtual Field Trips

Subjects: Science, Social Studies

Grade: K

Correlation Options: Show Correlated

Kentucky Academic Standards

Science

Grade: K - Adopted: 2022

STRAND		Kindergarten
CATEGORY / GOAL	K-ESS2-1.	Use and share observations of local weather conditions to describe patterns over time. <u>Virtual Field Trips</u> Grade 1 - The Earth Around Us
CATEGORY / GOAL	K-ESS2-2.	Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs. <u>Virtual Field Trips</u> Grade 1 - Life Long Ago Grade 1 - The Earth Around Us
CATEGORY / GOAL	K-ESS3-3.	Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment. <u>Virtual Field Trips</u> Grade 1 - The Earth Around Us

Kentucky Academic Standards

Social Studies

Grade: K - Adopted: 2022

STRAND		Kindergarten: Myself and My Community
CATEGORY / GOAL		Inquiry Practice
STANDARD / ORGANIZER		Questioning (Q)

EXPECTATION K.I.Q.1. Ask compelling questions about their community.

Virtual Field Trips

Grade 1 - Families and Neighbors

Grade 1 - The Earth Around Us

STRAND		Kindergarten: Myself and My Community
CATEGORY / GOAL		Civics (C)
STANDARD / ORGANIZER		Civic and Political Institutions (CP)

EXPECTATION K.C.CP.1. Explain the purpose of local government.

Virtual Field Trips

Grade 1 - Let's Learn About the Government

STRAND		Kindergarten: Myself and My Community
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CATEGORY / GOAL		Civics (C)
STANDARD / ORGANIZER		Roles and Responsibilities of a Citizen (RR)

EXPECTATION K.C.RR.1. Identify roles and responsibilities of self and others at home, in school and neighborhood settings.

Virtual Field Trips

Grade 1 - Let's Learn About the Government

EXPECTATION K.C.RR.2. Identify symbols and events that represent American patriotism.

Virtual Field Trips

Grade 1 - Let's Learn About the Government

Washington, DC - Grades K - 5

STRAND		Kindergarten: Myself and My Community
CATEGORY / GOAL		Civics (C)
STANDARD / ORGANIZER		Processes, Rules and Laws (PR)

EXPECTATION K.C.PR.1. Identify examples of rules that apply in the school and community, and explain why they exist.

Virtual Field Trips

Grade 1 - Let's Learn About the Government

STRAND		Kindergarten: Myself and My Community
CATEGORY / GOAL		Economics (E)
STANDARD / ORGANIZER		Microeconomics (MI)

EXPECTATION K.E.MI.1. Describe why people purchase goods and services.

Virtual Field Trips

Grade 1 - All About Work

STRAND		Kindergarten: Myself and My Community
CATEGORY / GOAL		Economics (E)
STANDARD / ORGANIZER		Specialization, Trade and Interdependence (ST)

EXPECTATION K.E.ST.1. Demonstrate ways trade can be used to obtain goods and services.

Virtual Field Trips

Grade 1 - All About Work

STRAND		Kindergarten: Myself and My Community
CATEGORY / GOAL		Economics (E)
STANDARD / ORGANIZER		Kentucky Economics (KE)

EXPECTATION K.E.KE.1. Explain how various jobs affect communities.

Virtual Field Trips
Grade 1 - All About Work

STRAND		Kindergarten: Myself and My Community
CATEGORY / GOAL		Geography (G)
STANDARD / ORGANIZER		Human Interactions and Interconnections (HI)

EXPECTATION K.G.HI.1. Identify and describe the culture of communities.

Virtual Field Trips
Grade 1 - Families and Neighbors
Grade 1 - The Earth Around Us

STRAND		Kindergarten: Myself and My Community
CATEGORY / GOAL		Geography (G)
STANDARD / ORGANIZER		Kentucky Geography (KGE)

EXPECTATION K.G.KGE. 1. Identify physical and environmental characteristics of communities.

Virtual Field Trips
Grade 1 - Families and Neighbors
Grade 1 - The Earth Around Us

STRAND		Kindergarten: Myself and My Community
CATEGORY / GOAL		History (H)
STANDARD / ORGANIZER		Change and Continuity (CH)

EXPECTATION K.H.CH.1. Identify and describe how communities change over time.

Virtual Field Trips
Grade 1 - Families and Neighbors
Grade 1 - The Earth Around Us

EXPECTATION K.H.CH.2. Compare traditions found in communities over time, including those from diverse backgrounds.

Virtual Field Trips
Grade 1 - The Earth Around Us

STRAND		Kindergarten: Myself and My Community
CATEGORY / GOAL		History (H)
STANDARD / ORGANIZER		Cause and Effect (CE)

EXPECTATION K.H.CE.1. Identify the cause and effect of an event in a community.

Virtual Field Trips

Grade 1 - Families and Neighbors

Grade 1 - The Earth Around Us

STRAND		Kindergarten: Myself and My Community
CATEGORY / GOAL		History (H)
STANDARD / ORGANIZER		Conflict and Compromise (CO)

EXPECTATION K.H.CO.1. Describe interactions that occur between individuals/groups in families, classrooms and communities.

Virtual Field Trips

Grade 1 - Families and Neighbors

Grade 1 - The Earth Around Us

STRAND		Kindergarten: Myself and My Community
CATEGORY / GOAL		History (H)
STANDARD / ORGANIZER		Kentucky History (KH)

EXPECTATION K.H.KH.1. Compare life in the past to life today in communities.

Virtual Field Trips

Grade 1 - The Earth Around Us

Main Criteria: Kentucky Academic Standards
Secondary Criteria: Virtual Field Trips
Subjects: Science, Social Studies
Grade: 1
Correlation Options: Show Correlated

Kentucky Academic Standards
Science
Grade: 1 - Adopted: 2022

STRAND		First Grade
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CATEGORY / GOAL 1-LS1-1. Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs.

Virtual Field Trips
Grade 2 - Land and Water Around Us

CATEGORY / GOAL 1-ESS1-2. Make observations at different times of year to relate the amount of daylight to the time of year.

Virtual Field Trips
Grade 1 - The Earth Around Us
Grade 2 - Land and Water Around Us

Kentucky Academic Standards
Social Studies
Grade: 1 - Adopted: 2022

STRAND		Grade 1: Impact on Community and State
CATEGORY / GOAL		Inquiry Practice
STANDARD / ORGANIZER		Questioning (Q)

EXPECTATION 1.I.Q.1. Ask compelling questions about communities in Kentucky.

Virtual Field Trips
Grade 1 - Families and Neighbors
Grade 1 - The Earth Around Us
Grade 2 - Living Together

EXPECTATION 1.I.Q.2. Identify supporting questions to investigate compelling questions about communities in Kentucky.

Virtual Field Trips
Grade 1 - Families and Neighbors
Grade 1 - The Earth Around Us
Grade 2 - Living Together

STRAND		Grade 1: Impact on Community and State
CATEGORY / GOAL		Inquiry Practice
STANDARD / ORGANIZER		Communicating Conclusions (CC)

EXPECTATION 1.I.CC.2. Construct an argument with reasons to address how to improve the local community and Kentucky.

Virtual Field Trips
Grade 1 - All About Work
Grade 2 - Work and Money

EXPECTATION 1.I.CC.3. Identify ways to civically engage in the local community.

Virtual Field Trips

Grade 1 - All About Work

Grade 1 - Let's Learn About the Government

Grade 2 - Our Government At Work

Grade 2 - Work and Money

STRAND		Grade 1: Impact on Community and State
CATEGORY / GOAL		Civics (C)
STANDARD / ORGANIZER		Civic and Political Institutions (CP)

EXPECTATION 1.C.CP.1. Describe the purpose of Kentucky government.

Virtual Field Trips

Grade 1 - Let's Learn About the Government

STRAND		Grade 1: Impact on Community and State
CATEGORY / GOAL		Civics (C)
STANDARD / ORGANIZER		Roles and Responsibilities of a Citizen (RR)

EXPECTATION 1.C.RR.1. Identify the rights and responsibilities of citizens.

Virtual Field Trips

Grade 1 - Let's Learn About the Government

Grade 2 - Our Government At Work

STRAND		Grade 1: Impact on Community and State
CATEGORY / GOAL		Civics (C)
STANDARD / ORGANIZER		Civic Virtues and Democratic Principles (CV)

EXPECTATION 1.C.CV.1. Describe basic democratic principles.

Virtual Field Trips

Grade 1 - Let's Learn About the Government

Grade 2 - Our Government At Work

EXPECTATION 1.C.CV.2. Describe civic virtues.

Virtual Field Trips

Grade 1 - Let's Learn About the Government

Grade 2 - Our Government At Work

STRAND		Grade 1: Impact on Community and State
CATEGORY / GOAL		Civics (C)
STANDARD / ORGANIZER		Processes, Rules and Laws (PR)

EXPECTATION 1.C.PR.1. Investigate rules and laws in Kentucky to understand their purpose.

Virtual Field Trips

Grade 1 - Let's Learn About the Government

Grade 2 - Living Together

Grade 2 - Our Government At Work

STRAND		Grade 1: Impact on Community and State
CATEGORY / GOAL		Economics (E)
STANDARD / ORGANIZER		Microeconomics (MI)

EXPECTATION 1.E.MI.1. Differentiate between buyers (consumers) and sellers (producers).

Virtual Field Trips

Grade 2 - Work and Money

STRAND		Grade 1: Impact on Community and State
CATEGORY / GOAL		Economics (E)
STANDARD / ORGANIZER		Macroeconomics (MA)

EXPECTATION 1.E.MA.1. Describe how different jobs, as well as public and private institutions, help people in the community.

Virtual Field Trips

Grade 1 - All About Work

Grade 2 - Work and Money

STRAND		Grade 1: Impact on Community and State
CATEGORY / GOAL		Economics (E)
STANDARD / ORGANIZER		Specialization, Trade and Interdependence (ST)

EXPECTATION 1.E.ST.1. Explain why the goods and services people in a community produce are traded with those produced in other communities.

Virtual Field Trips

Grade 1 - All About Work

Grade 2 - Work and Money

EXPECTATION 1.E.ST.2. Investigate how people can benefit themselves and others by developing special skills, strengths and goods.

Virtual Field Trips

Grade 1 - All About Work

Grade 2 - Work and Money

STRAND		Grade 1: Impact on Community and State
CATEGORY / GOAL		Economics (E)
STANDARD / ORGANIZER		Incentives, Choices and Decision Making (IC)

EXPECTATION 1.E.IC.2. Explain how choices are made as a result of scarcity.

Virtual Field Trips

Grade 2 - Work and Money

STRAND		Grade 1: Impact on Community and State
CATEGORY / GOAL		Geography (G)
STANDARD / ORGANIZER		Human Interactions and Interconnections (HI)

EXPECTATION 1.G.HI.1. Describe how culture and experience influence the cultural landscape of places and regions within their community and state.

Virtual Field Trips

Grade 1 - The Earth Around Us

STRAND		Grade 1: Impact on Community and State
CATEGORY / GOAL		Geography (G)
STANDARD / ORGANIZER		Human Environment Interaction (HE)

EXPECTATION 1.G.HE.1. Describe ways people modify their environment.

Virtual Field Trips

Grade 2 - Land and Water Around Us

STRAND		Grade 1: Impact on Community and State
CATEGORY / GOAL		History (H)
STANDARD / ORGANIZER		Change and Continuity (CH)

EXPECTATION 1.H.CH.1. Describe how events, people and innovation of the past affect their present lives, community and state.

Virtual Field Trips

Grade 1 - The Earth Around Us

STRAND		Grade 1: Impact on Community and State
CATEGORY / GOAL		History (H)
STANDARD / ORGANIZER		Cause and Effect (CE)

EXPECTATION 1.H.CE.1. Predict the causes and effects of events in their community and state.

Virtual Field Trips

Grade 1 - The Earth Around Us

STRAND		Grade 1: Impact on Community and State
CATEGORY / GOAL		History (H)

STANDARD / ORGANIZER		Conflict and Compromise (CO)
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EXPECTATION 1.H.CO.1. Describe interactions that occur between individuals as members of groups, the community and/or state.

Virtual Field Trips

Grade 1 - Families and Neighbors

Grade 1 - The Earth Around Us

Grade 2 - Living Together

Main Criteria: Kentucky Academic Standards

Secondary Criteria: Virtual Field Trips

Subjects: Science, Social Studies

Grade: 2

Correlation Options: Show Correlated

Kentucky Academic Standards

Science

Grade: 2 - Adopted: 2022

STRAND		Second Grade
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CATEGORY / GOAL 2-LS2-1. Plan and conduct an investigation to determine if plants need sunlight and water to grow.

Virtual Field Trips

Grade 2 - Land and Water Around Us

CATEGORY / GOAL 2-LS4-1. Make observations of plants and animals to compare the diversity of life in different habitats.

Virtual Field Trips

African Safari

Amazon Rainforest - Grades 2-5

Amazon Rainforest - People and Threats - Grades 2-5

Grade 3 - Geography of Our Communities

How Coral Reefs Are Formed

The Sahara Desert

Who Lives On a Coral Reef?

CATEGORY / GOAL 2-ESS1-1. Use information from several sources to provide evidence that Earth events can occur quickly or slowly.

Virtual Field Trips

Grade 2 - Land and Water Around Us

Grade 3 - Geography of Our Communities

CATEGORY / GOAL 2-ESS2-1. Compare multiple solutions designed to slow or prevent wind or water from changing the shape of the land.

Virtual Field Trips

Grade 3 - Geography of Our Communities

CATEGORY / GOAL 2-ESS2-2. Develop a model to represent the shapes and kinds of land and bodies of water in an area.

Virtual Field Trips

African Safari

Amazon Rainforest - Grades 2-5

Grade 1 - The Earth Around Us

Grade 2 - Land and Water Around Us

Grade 3 - Geography of Our Communities

How Coral Reefs Are Formed

The Sahara Desert

Who Lives On a Coral Reef?

CATEGORY / GOAL 2-ESS2-3. Obtain information to identify where water is found on Earth and that it can be solid or liquid.

Virtual Field Trips

Amazon Rainforest - Grades 2-5

Grade 1 - The Earth Around Us

Grade 2 - Land and Water Around Us

Grade 3 - Geography of Our Communities

Kentucky Academic Standards

Social Studies

Grade: 2 - Adopted: 2022

STRAND		Grade 2: North American Interactions
CATEGORY / GOAL		Inquiry Practice
STANDARD / ORGANIZER		Questioning (Q)

EXPECTATION 2.I.Q.1. Ask compelling questions about communities found in North America.

Virtual Field Trips

Grade 1 - Families and Neighbors

Grade 1 - Life Long Ago

Grade 1 - The Earth Around Us

Grade 2 - Early Americans

Grade 2 - Living Together

Grade 3 - A Country of Cultures

Grade 3 - Geography of Our Communities

Grade 3 - How The Country Was Settled

Grade 3 - The First Americans

EXPECTATION 2.I.Q.2. Identify supporting questions that help answer compelling questions about communities found in North America.

Virtual Field Trips

Grade 1 - Families and Neighbors

Grade 1 - Life Long Ago

Grade 1 - The Earth Around Us

Grade 2 - Early Americans

Grade 2 - Living Together

Grade 3 - A Country of Cultures

Grade 3 - Geography of Our Communities

Grade 3 - How The Country Was Settled

Grade 3 - The First Americans

STRAND		Grade 2: North American Interactions
CATEGORY / GOAL		Inquiry Practice
STANDARD / ORGANIZER		Using Evidence (UE)

EXPECTATION 2.I.U.E.4. Construct responses to compelling and supporting questions, using reasoning, examples and details, about the diversity of communities in North America.

Virtual Field Trips

Grade 1 - Life Long Ago

Grade 2 - Early Americans

Grade 3 - A Country of Cultures

Grade 3 - How The Country Was Settled

Grade 3 - The First Americans

STRAND		Grade 2: North American Interactions
CATEGORY / GOAL		Inquiry Practice
STANDARD / ORGANIZER		Communicating Conclusions (CC)

EXPECTATION	2.I.CC.1.	Construct an explanation, using correct sequence and relevant information, to provide information on a community in North America.
		<u>Virtual Field Trips</u> Grade 1 - Life Long Ago Grade 2 - Early Americans Grade 3 - A Country of Cultures Grade 3 - How The Country Was Settled Grade 3 - The First Americans

EXPECTATION	2.I.CC.4.	Use listening and consensus-building procedures to discuss how to take action in the local community or Kentucky.
		<u>Virtual Field Trips</u> Grade 1 - All About Work Grade 2 - Work and Money

STRAND		Grade 2: North American Interactions
CATEGORY / GOAL		Civics (C)
STANDARD / ORGANIZER		Civic and Political Institutions (CP)

EXPECTATION	2.C.CP.1.	Explain the need for civic and political structures in North America.
		<u>Virtual Field Trips</u> Grade 1 - Let's Learn About the Government Grade 2 - Our Government At Work Grade 3 - How Government Helps Our Communities Washington, DC - Grades K - 5

EXPECTATION	2.C.CP.2.	Explain that the functions of effective government are to create order, establish justice and meet the needs of their citizens.
		<u>Virtual Field Trips</u> Grade 1 - Let's Learn About the Government Grade 2 - Living Together Grade 2 - Our Government At Work Grade 3 - How Government Helps Our Communities Washington, DC - Grades K - 5

STRAND		Grade 2: North American Interactions
CATEGORY / GOAL		Civics (C)
STANDARD / ORGANIZER		Roles and Responsibilities of a Citizen (RR)

EXPECTATION	2.C.RR.1.	Describe the importance of civic participation.
		<u>Virtual Field Trips</u> Grade 1 - Let's Learn About the Government Grade 2 - Our Government At Work Grade 3 - How Government Helps Our Communities

EXPECTATION	2.C.RR.2.	Compare the rights and responsibilities of citizens in North America.
		<u>Virtual Field Trips</u> Grade 3 - How Government Helps Our Communities

STRAND		Grade 2: North American Interactions
CATEGORY / GOAL		Civics (C)
STANDARD / ORGANIZER		Civic Virtues and Democratic Principles (CV)

EXPECTATION 2.C.CV.1. Evaluate how civic virtues guide governments, societies and communities.

Virtual Field Trips

Grade 1 - Let's Learn About the Government

Grade 2 - Our Government At Work

Grade 3 - How Government Helps Our Communities

EXPECTATION 2.C.CV.2. Evaluate how democratic principles guide governments, societies and communities.

Virtual Field Trips

Grade 1 - Let's Learn About the Government

Grade 2 - Our Government At Work

Grade 3 - How Government Helps Our Communities

STRAND		Grade 2: North American Interactions
CATEGORY / GOAL		Civics (C)
STANDARD / ORGANIZER		Processes, Rules and Laws (PR)

EXPECTATION 2.C.PR.1. Describe how societies changed and continue to change through processes, rules and laws in North America.

Virtual Field Trips

Grade 1 - Let's Learn About the Government

Grade 2 - Living Together

Grade 2 - Our Government At Work

STRAND		Grade 2: North American Interactions
CATEGORY / GOAL		Economics (E)
STANDARD / ORGANIZER		Microeconomics (MI)

EXPECTATION 2.E.MI.1. Describe how examples of capital, human, and natural resources are related to goods and services.

Virtual Field Trips

Grade 3 - Businesses At Work

EXPECTATION 2.E.MI.2. Describe how people are both producers and consumers.

Virtual Field Trips

Grade 2 - Work and Money

Grade 3 - Businesses At Work

Grade 3 - I Am a Consumer

STRAND		Grade 2: North American Interactions
CATEGORY / GOAL		Economics (E)

STANDARD / ORGANIZER		Macroeconomics (MA)
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EXPECTATION 2.E.MA.1. Identify the cost of everyday, common goods.

Virtual Field Trips

Grade 3 - Businesses At Work

EXPECTATION 2.E.MA.2. Explain the role of prices in an economic market.

Virtual Field Trips

Grade 3 - Businesses At Work

STRAND		Grade 2: North American Interactions
CATEGORY / GOAL		Economics (E)
STANDARD / ORGANIZER		Incentives, Choices and Decision Making (IC)

EXPECTATION 2.E.IC.1. Categorize different limited resources as renewable and non-renewable resources.

Virtual Field Trips

Amazon Rainforest - Grades 2-5

Grade 1 - The Earth Around Us

Grade 2 - Land and Water Around Us

Grade 3 - Businesses At Work

Grade 3 - The First Americans

STRAND		Grade 2: North American Interactions
CATEGORY / GOAL		Geography (G)
STANDARD / ORGANIZER		Migration and Movement (MM)

EXPECTATION 2.G.MM.1. Explain patterns of human settlement in North America.

Virtual Field Trips

Grade 1 - Life Long Ago

Grade 2 - Early Americans

Grade 2 - Our Government At Work

Grade 3 - A Country of Cultures

Grade 3 - How The Country Was Settled

Grade 3 - The First Americans

STRAND		Grade 2: North American Interactions
CATEGORY / GOAL		Geography (G)
STANDARD / ORGANIZER		Human Interactions and Interconnections (HI)

EXPECTATION 2.G.HI.1. Compare the ways various cultural groups connect and interact within North America.

Virtual Field Trips

Grade 1 - Life Long Ago

Grade 2 - Early Americans

Grade 3 - A Country of Cultures

Grade 3 - The First Americans

STRAND		Grade 2: North American Interactions
CATEGORY / GOAL		Geography (G)
STANDARD / ORGANIZER		Geographic Reasoning (GR)

EXPECTATION 2.G.GR.1. Examine geographic features of places in North America, using a variety of geographic data, including maps, photos and other geographic tools.

Virtual Field Trips

Grade 2 - Land and Water Around Us

Grade 3 - Geography of Our Communities

Washington, DC - Grades K - 5

STRAND		Grade 2: North American Interactions
CATEGORY / GOAL		History (H)
STANDARD / ORGANIZER		Change and Continuity (CH)

EXPECTATION 2.H.CH.1. Identify and compare the diverse North American cultural groups of the past and today.

Virtual Field Trips

Grade 1 - Life Long Ago

Grade 2 - Early Americans

Grade 3 - A Country of Cultures

Grade 3 - How The Country Was Settled

Grade 3 - The First Americans

STRAND		Grade 2: North American Interactions
CATEGORY / GOAL		History (H)
STANDARD / ORGANIZER		Cause and Effect (CE)

EXPECTATION 2.H.CE.1. Describe events in North America shaped by multiple cause and effect relationships.

Virtual Field Trips

Grade 2 - Early Americans

Grade 3 - How The Country Was Settled

Grade 3 - The First Americans

Washington, DC - Grades K - 5

EXPECTATION 2.H.CE.2. Describe the events and innovations that had effects on North America.

Virtual Field Trips

Grade 2 - Early Americans

Grade 3 - How The Country Was Settled

Grade 3 - The First Americans

Washington, DC - Grades K - 5

STRAND		Grade 2: North American Interactions
CATEGORY / GOAL		History (H)
STANDARD / ORGANIZER		Conflict and Compromise (CO)

EXPECTATION	2.H.CO.1.	Describe events in North America that illustrate how people from diverse cultural groups attempted to work through conflicts to solve a problem.
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Virtual Field Trips

Grade 2 - Our Government At Work

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: 2022

STRAND		Third Grade
CATEGORY / GOAL	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. Virtual Field Trips Galapagos Islands Grade 4 - West Region Geography How Coral Reefs Are Formed
CATEGORY / GOAL	3-LS2-1.	Construct an argument that some animals form groups that help members survive. Virtual Field Trips African Safari Amazon Rainforest - Grades 2-5 How Coral Reefs Are Formed The Sahara Desert Who Lives On a Coral Reef?
CATEGORY / GOAL	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. Virtual Field Trips African Safari Amazon Rainforest - Grades 2-5 Amazon Rainforest - People and Threats - Grades 2-5 Galapagos Islands Grade 2 - Land and Water Around Us Grade 4 - Southwest Region Early Beginnings Grade 4 - West Region Geography How Coral Reefs Are Formed The Sahara Desert Who Lives On a Coral Reef?
CATEGORY / GOAL	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. Virtual Field Trips African Safari Amazon Rainforest - Grades 2-5 Amazon Rainforest - People and Threats - Grades 2-5 Galapagos Islands Grade 2 - Land and Water Around Us Grade 4 - Southwest Region Early Beginnings Grade 4 - West Region Geography How Coral Reefs Are Formed The Sahara Desert Who Lives On a Coral Reef?

CATEGORY / GOAL	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. Virtual Field Trips African Safari Amazon Rainforest - People and Threats - Grades 2-5 Galapagos Islands Grade 2 - Land and Water Around Us Grade 3 - Geography of Our Communities Grade 4 - West Region Today Who Lives On a Coral Reef?
CATEGORY / GOAL	3-ESS2-1.	Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season. Virtual Field Trips African Safari Grade 2 - Land and Water Around Us Grade 4 - Midwest Region Early Beginnings Grade 4 - Northeast Grade 4 - West Region Geography
CATEGORY / GOAL	3-ESS2-2.	Obtain and combine information to describe climates in different regions of the world. Virtual Field Trips Amazon Rainforest - Grades 2-5 Grade 2 - Land and Water Around Us Grade 4 - Midwest Region Early Beginnings Grade 4 - Northeast Grade 4 - Southwest Region Early Beginnings Grade 4 - West Region Geography The Sahara Desert
CATEGORY / GOAL	3-ESS3-1.	Make a claim about the merit of a design solution that reduces the impacts of a weather-related hazard. Virtual Field Trips Grade 3 - Geography of Our Communities

Kentucky Academic Standards

Social Studies

Grade: 3 - Adopted: 2022

STRAND		Grade 3: Global Interactions
CATEGORY / GOAL		Inquiry Practice
STANDARD / ORGANIZER		Questioning (Q)

EXPECTATION	3.I.Q.1.	Ask compelling questions about the interactions of diverse groups of people. Virtual Field Trips Grade 3 - A Country of Cultures
EXPECTATION	3.I.Q.2.	Develop supporting questions that help answer compelling questions about the interactions of diverse groups of people. Virtual Field Trips Grade 3 - A Country of Cultures

STRAND		Grade 3: Global Interactions
CATEGORY / GOAL		Inquiry Practice
STANDARD / ORGANIZER		Using Evidence (UE)

EXPECTATION 3.I.U.E.3. Construct responses to compelling and supporting questions about the interactions of diverse groups of people using evidence and reasoning.

Virtual Field Trips
Grade 3 - A Country of Cultures

STRAND		Grade 3: Global Interactions
CATEGORY / GOAL		Inquiry Practice
STANDARD / ORGANIZER		Communicating Conclusions (CC)

EXPECTATION 3.I.CC.1. Construct an explanation, using relevant information, to address a local, regional or global problem.

Virtual Field Trips
Grade 2 - Work and Money

EXPECTATION 3.I.CC.2. Construct an argument with reasons and supporting evidence to address a local, regional or global problem.

Virtual Field Trips
Grade 2 - Work and Money

EXPECTATION 3.I.CC.3. Identify strategies to address local, regional or global problems.

Virtual Field Trips
Grade 2 - Work and Money

EXPECTATION 3.I.CC.4. Use listening, consensus-building and voting procedures to determine the best strategies to take to address local, regional and global problems.

Virtual Field Trips
Grade 2 - Our Government At Work
Grade 2 - Work and Money

STRAND		Grade 3: Global Interactions
CATEGORY / GOAL		Civics (C)
STANDARD / ORGANIZER		Civic and Political Institutions (CP)

EXPECTATION 3.C.CP.1. Explain the basic purposes and functions of differing governing bodies in the world.

Virtual Field Trips
Grade 2 - Our Government At Work
Grade 3 - How Government Helps Our Communities
Washington, DC - Grades K - 5

STRAND		Grade 3: Global Interactions
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CATEGORY / GOAL		Civics (C)
STANDARD / ORGANIZER		Roles and Responsibilities of a Citizen (RR)

EXPECTATION 3.C.RR.1. Examine how the government maintains order, keeps people safe, and makes and enforces rules and laws in diverse world communities.

Virtual Field Trips

Grade 2 - Living Together

Grade 2 - Our Government At Work

STRAND		Grade 3: Global Interactions
CATEGORY / GOAL		Civics (C)
STANDARD / ORGANIZER		Civic Virtues and Democratic Principles (CV)

EXPECTATION 3.C.CV.1. Compare civic virtues and democratic principles within a variety of diverse world communities.

Virtual Field Trips

Grade 2 - Our Government At Work

Grade 3 - How Government Helps Our Communities

STRAND		Grade 3: Global Interactions
CATEGORY / GOAL		Civics (C)
STANDARD / ORGANIZER		Processes, Rules and Laws (PR)

EXPECTATION 3.C.PR.1. Explain how processes, rules and laws influence how individuals are governed and how diverse world communities address problems.

Virtual Field Trips

Grade 2 - Early Americans

Grade 3 - The First Americans

STRAND		Grade 3: Global Interactions
CATEGORY / GOAL		Economics (E)
STANDARD / ORGANIZER		Microeconomics (MI)

EXPECTATION 3.E.MI.1. Explain how producers and consumers interact to determine the prices of goods and services in markets.

Virtual Field Trips

Grade 2 - Work and Money

Grade 3 - Businesses At Work

Grade 3 - I Am a Consumer

EXPECTATION 3.E.MI.2. Describe the relationship between supply and demand.

Virtual Field Trips

Grade 3 - Businesses At Work

STRAND		Grade 3: Global Interactions
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CATEGORY / GOAL		Economics (E)
STANDARD / ORGANIZER		Specialization, Trade and Interdependence (ST)

EXPECTATION 3.E.ST.1. Describe examples of economic interdependence.

Virtual Field Trips

Exploring Cuba

Grade 2 - Work and Money

Grade 3 - Businesses At Work

STRAND		Grade 3: Global Interactions
CATEGORY / GOAL		Economics (E)
STANDARD / ORGANIZER		Incentives, Choices and Decision Making (IC)

EXPECTATION 3.E.IC.1. Explain how people use incentives and opportunity costs to inform economic decisions.

Virtual Field Trips

Grade 3 - I Am a Consumer

STRAND		Grade 3: Global Interactions
CATEGORY / GOAL		Economics (E)
STANDARD / ORGANIZER		Kentucky Economics (KE)

EXPECTATION 3.E.KE.1. Explain how trade between people and groups can benefit Kentucky.

Virtual Field Trips

Exploring Cuba

Grade 2 - Work and Money

Grade 3 - Businesses At Work

STRAND		Grade 3: Global Interactions
CATEGORY / GOAL		Geography (G)
STANDARD / ORGANIZER		Migration and Movement (MM)

EXPECTATION 3.G.MM.1. Analyze how human settlement and movement impact diverse groups of people.

Virtual Field Trips

Grade 4 - Northeast

STRAND		Grade 3: Global Interactions
CATEGORY / GOAL		Geography (G)
STANDARD / ORGANIZER		Human Interactions and Interconnections (HI)

EXPECTATION	3.G.HI.1.	Explain how the cultural aspects of a region spread beyond its borders.
		Virtual Field Trips Amazon Rainforest - People and Threats - Grades 2-5 Grade 4 - Northeast Grade 4 - West Region Early Beginnings
STRAND		Grade 3: Global Interactions
CATEGORY / GOAL		Geography (G)
STANDARD / ORGANIZER		Human Environment Interaction (HE)

EXPECTATION 3.G.HE.1. Explain how the culture of places and regions influence how people modify and adapt to their environments.

Virtual Field Trips
Amazon Rainforest - Grades 2-5
Amazon Rainforest - People and Threats - Grades 2-5
Grade 2 - Land and Water Around Us
Grade 3 - Geography of Our Communities
Grade 4 - Northeast
Grade 4 - West Region Early Beginnings

STRAND		Grade 3: Global Interactions
CATEGORY / GOAL		Geography (G)
STANDARD / ORGANIZER		Geographic Reasoning (GR)

EXPECTATION 3.G.GR.1. Explain how physical and cultural characteristics of world regions affect people, using a variety of maps, photos and other geographic representations.

Virtual Field Trips
African Safari
Amazon Rainforest - Grades 2-5
Amazon Rainforest - People and Threats - Grades 2-5
Exploring Cuba
Grade 2 - Land and Water Around Us
Grade 3 - Geography of Our Communities
Grade 4 - Midwest Region Early Beginnings
Grade 4 - Midwest Region Today
Grade 4 - Southeast Region of the U.S.
Grade 4 - Southwest Region Early Beginnings
Grade 4 - Southwest Region Today
Grade 4 - West Region Landforms
Grade 4 - West Region Today
Paris - City of Light - Grades K - 5
The Sahara Desert

STRAND		Grade 3: Global Interactions
CATEGORY / GOAL		History (H)
STANDARD / ORGANIZER		Cause and Effect (CE)

EXPECTATION	3.H.CE.1.	Compare diverse world communities in terms of members, customs and traditions to the local community.
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Virtual Field Trips

Grade 2 - Living Together

Grade 3 - A Country of Cultures

Jerusalem - Then and Now (Younger Grades)

Main Criteria: Kentucky Academic Standards
Secondary Criteria: Virtual Field Trips
Subjects: Science, Social Studies
Grade: 4
Correlation Options: Show Correlated

Kentucky Academic Standards
Science
Grade: 4 - Adopted: 2022

STRAND		Fourth Grade
CATEGORY / GOAL	4-PS4-3.	Generate and compare multiple solutions that use patterns to transfer information. Virtual Field Trips Grade 3 - Geography of Our Communities
CATEGORY / GOAL	4-LS1-1.	Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction. Virtual Field Trips African Safari Amazon Rainforest - Grades 2-5 Canada: Coast to Coast Galapagos Islands Grade 4 - Southwest Region Early Beginnings Grade 4 - West Region Geography How Coral Reefs Are Formed The Sahara Desert Who Lives On a Coral Reef?
CATEGORY / GOAL	4-LS1-2.	Use a model to describe that animals receive different types of information through their senses, process the information in their brain, and respond to the information in different ways. Virtual Field Trips Grade 4 - West Region Geography Who Lives On a Coral Reef?
CATEGORY / GOAL	4-ESS2-1.	Make observations and/or measurements to provide evidence of the effects of weathering or the rate of erosion by water, ice, wind, or vegetation. Virtual Field Trips Grade 3 - Geography of Our Communities Grade 4 - Midwest Region Today Grade 4 - Southwest Region Early Beginnings National Parks - Alaska & Hawaii National Parks - Washington, Oregon, Idaho, Montana, Colorado National Parks - Wyoming, Utah
CATEGORY / GOAL	4-ESS3-1.	Obtain and combine information to describe that energy and fuels are derived from natural resources and that their uses affect the environment. Virtual Field Trips Amazon Rainforest - People and Threats - Grades 2-5 Canada: Coast to Coast Canada: Our Northern Neighbor Grade 3 - Geography of Our Communities Grade 4 - Northeast Grade 4 - Southwest Region Early Beginnings Grade 4 - Southwest Region Today Grade 4 - West Region Geography Grade 4 - West Region Today The Sahara Desert

CATEGORY / GOAL 4-ESS3-2. Generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans.

Virtual Field Trips

Grade 3 - Geography of Our Communities

Kentucky Academic Standards

Social Studies

Grade: 4 - Adopted: 2022

STRAND		Grade 4: Migration and Settlement
CATEGORY / GOAL		Inquiry Practice
STANDARD / ORGANIZER		Questioning (Q)

EXPECTATION 4.I.Q.1. Ask compelling questions about migration and settlement.

Virtual Field Trips

Grade 3 - A Country of Cultures

Grade 3 - How The Country Was Settled

Grade 3 - The First Americans

Grade 4 - Midwest Region Early Beginnings

Grade 4 - Northeast

Grade 4 - Southeast Region of the U.S.

Grade 4 - West Region Early Beginnings

EXPECTATION 4.I.Q.2. Develop supporting questions to answer compelling questions about migration and settlement.

Virtual Field Trips

Grade 3 - A Country of Cultures

Grade 3 - How The Country Was Settled

Grade 3 - The First Americans

Grade 4 - Midwest Region Early Beginnings

Grade 4 - Northeast

Grade 4 - Southeast Region of the U.S.

Grade 4 - West Region Early Beginnings

STRAND		Grade 4: Migration and Settlement
CATEGORY / GOAL		Inquiry Practice
STANDARD / ORGANIZER		Communicating Conclusions (CC)

EXPECTATION	4.I.CC.1.	Construct an explanation, using reasoning and relevant information, to examine the causes and effects of an issue around migration and settlement.
		Virtual Field Trips Grade 3 - A Country of Cultures Grade 3 - How The Country Was Settled Grade 3 - The First Americans Grade 4 - Midwest Region Early Beginnings Grade 4 - Northeast Grade 4 - Southeast Region of the U.S. Grade 4 - West Region Early Beginnings
EXPECTATION	4.I.CC.2.	Construct an argument with reasons and supporting evidence on the challenges and opportunities people face when transitioning to a new community.
		Virtual Field Trips Grade 3 - A Country of Cultures Grade 3 - How The Country Was Settled Grade 3 - The First Americans Grade 4 - Midwest Region Early Beginnings Grade 4 - Northeast Grade 4 - West Region Early Beginnings
EXPECTATION	4.I.CC.3.	Describe different strategies that can be taken to address issues of migration and settlement.
		Virtual Field Trips Grade 3 - A Country of Cultures Grade 3 - How The Country Was Settled Grade 3 - The First Americans Grade 4 - Midwest Region Early Beginnings Grade 4 - Northeast Grade 4 - West Region Early Beginnings

STRAND		Grade 4: Migration and Settlement
CATEGORY / GOAL		Civics (C)
STANDARD / ORGANIZER		Civic and Political Institutions (CP)

EXPECTATION	4.C.CP.1.	Describe diverse forms of self-government used by various groups in Colonial America.
		Virtual Field Trips Grade 3 - The First Americans Grade 4 - Northeast

EXPECTATION	4.C.CP.2.	Compare the political form of monarchy with the self-governing system developed in Colonial America.
		Virtual Field Trips Grade 3 - The First Americans

STRAND		Grade 4: Migration and Settlement
CATEGORY / GOAL		Civics (C)
STANDARD / ORGANIZER		Roles and Responsibilities of a Citizen (RR)

EXPECTATION	4.C.RR.1.	Describe the importance of civic participation, and locate examples in past and current events.
		Virtual Field Trips Grade 3 - How Government Helps Our Communities
STRAND		Grade 4: Migration and Settlement
CATEGORY / GOAL		Civics (C)
STANDARD / ORGANIZER		Civic Virtues and Democratic Principles (CV)
EXPECTATION	4.C.CV.1.	Assess the ability of various forms of government to foster civic virtues and uphold democratic principles.
		Virtual Field Trips Grade 3 - How Government Helps Our Communities
STRAND		Grade 4: Migration and Settlement
CATEGORY / GOAL		Economics (E)
STANDARD / ORGANIZER		Microeconomics (MI)
EXPECTATION	4.E.MI.1.	Explain the role of producers, consumers, products and labor in economic markets.
		Virtual Field Trips Grade 3 - Businesses At Work Grade 3 - I Am a Consumer
EXPECTATION	4.E.MI.2.	Investigate the relationship between supply and demand.
		Virtual Field Trips Grade 3 - A Country of Cultures Grade 3 - How The Country Was Settled Grade 4 - Northeast
STRAND		Grade 4: Migration and Settlement
CATEGORY / GOAL		Economics (E)
STANDARD / ORGANIZER		Specialization, Trade and Interdependence (ST)
EXPECTATION	4.E.ST.1.	Explain how trade leads to increasing economic interdependence.
		Virtual Field Trips Exploring Cuba Grade 3 - Businesses At Work
STRAND		Grade 4: Migration and Settlement
CATEGORY / GOAL		Economics (E)
STANDARD / ORGANIZER		Incentives, Choices and Decision Making (IC)

EXPECTATION	4.E.IC.1.	Describe and evaluate the relationship between resource availability, opportunity costs, migration and settlement.
		<u>Virtual Field Trips</u> Ancient China - Qin & Han Dynasties Canada: Coast to Coast Canada: Our Northern Neighbor Grade 3 - How The Country Was Settled Grade 3 - The First Americans Grade 4 - Midwest Region Early Beginnings Grade 4 - Northeast Grade 4 - West Region Early Beginnings

STRAND		Grade 4: Migration and Settlement
CATEGORY / GOAL		Geography (G)
STANDARD / ORGANIZER		Migration and Movement (MM)

EXPECTATION	4.G.MM.1	Compare the distinctive cultural characteristics of groups that immigrated or were brought forcibly to the United States from other nations from European Exploration to the Thirteen Colonies.
		<u>Virtual Field Trips</u> Grade 3 - The First Americans

STRAND		Grade 4: Migration and Settlement
CATEGORY / GOAL		Geography (G)
STANDARD / ORGANIZER		Human Interactions and Interconnections (HI)

EXPECTATION	4.G.HI.1.	Explain how cultural, economic and environmental characteristics affect the interactions of people, goods and ideas from European Exploration to the Thirteen Colonies.
		<u>Virtual Field Trips</u> Grade 3 - How The Country Was Settled Grade 3 - The First Americans Grade 4 - Midwest Region Early Beginnings Grade 4 - Northeast Grade 4 - West Region Early Beginnings

STRAND		Grade 4: Migration and Settlement
CATEGORY / GOAL		Geography (G)
STANDARD / ORGANIZER		Human Environment Interaction (HE)

EXPECTATION	4.G.HE.1.	Analyze how geographic features created challenges and opportunities for the development of Colonial America.
		<u>Virtual Field Trips</u> Grade 4 - Northeast Grade 4 - Southeast Region of the U.S.

STRAND		Grade 4: Migration and Settlement
CATEGORY / GOAL		Geography (G)

STANDARD / ORGANIZER		Geographic Reasoning (GR)
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EXPECTATION 4.G.GR.1. Analyze how location and regional landforms affect human settlement, movement and use of various national resources, using maps, photos and other geographic representations.

Virtual Field Trips

Amazon Rainforest - Grades 2-5

Ancient China - Qin & Han Dynasties

Canada: Coast to Coast

Canada: Our Northern Neighbor

Grade 3 - A Country of Cultures

Grade 3 - Geography of Our Communities

Grade 3 - The First Americans

Grade 4 - Midwest Region Early Beginnings

Grade 4 - Northeast

Grade 4 - Southeast Region of the U.S.

Grade 4 - Southwest Region Early Beginnings

Grade 4 - Southwest Region Today

Grade 4 - West Region Geography

Grade 4 - West Region Today

STRAND		Grade 4: Migration and Settlement
CATEGORY / GOAL		History (H)
STANDARD / ORGANIZER		Change and Continuity (CH)

EXPECTATION 4.H.CH.1. Describe how migration and settlement impacted diverse groups of people as they encountered one another from European Exploration to the Thirteen Colonies.

Virtual Field Trips

Grade 3 - The First Americans

EXPECTATION 4.H.CH.2. Describe the impact innovation and human ingenuity had on the development of the United States from European Exploration to the Thirteen Colonies.

Virtual Field Trips

Grade 3 - The First Americans

Grade 4 - Northeast

Grade 4 - Southeast Region of the U.S.

STRAND		Grade 4: Migration and Settlement
CATEGORY / GOAL		History (H)
STANDARD / ORGANIZER		Conflict and Compromise (CO)

EXPECTATION 4.H.CO.1. Explain examples of conflict and collaboration among various groups of people from European Exploration to the Thirteen Colonies as they encountered one another.

Virtual Field Trips

Grade 3 - The First Americans

Main Criteria: Kentucky Academic Standards
Secondary Criteria: Virtual Field Trips
Subjects: Science, Social Studies **Grade:** 5
Correlation Options: Show Correlated

Kentucky Academic Standards
Science
 Grade: 5 - Adopted: 2022

STRAND		Fifth Grade
CATEGORY / GOAL	5-PS3-1.	Use models to describe that energy in animals' food (used for body repair, growth, motion, and to maintain body warmth) was once energy from the sun. Virtual Field Trips Galapagos Islands Who Lives On a Coral Reef?
CATEGORY / GOAL	5-LS2-1.	Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment. Virtual Field Trips Amazon Rainforest - Grades 2-5 Amazon Rainforest - Grades 6-8 Amazon Rainforest - People and Threats - Grades 2-5 Amazon Rainforest - People and Threats - Grades 6-8 Galapagos Islands Who Lives On a Coral Reef?
CATEGORY / GOAL	5-ESS2-1.	Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact. Virtual Field Trips Amazon Rainforest - People and Threats - Grades 2-5 Amazon Rainforest - People and Threats - Grades 6-8 Grade 4 - Midwest Region Today Grade 4 - Southwest Region Early Beginnings Grade 4 - West Region Geography Grade 4 - West Region Landforms National Parks - Alaska & Hawaii National Parks - Nevada, California National Parks - Washington, Oregon, Idaho, Montana, Colorado National Parks - Wyoming, Utah
CATEGORY / GOAL	5-ESS2-2.	Describe and graph the amounts and percentages of salt water and fresh water in various reservoirs to provide evidence about the distribution of water on Earth. Virtual Field Trips National Parks - Nevada, California

CATEGORY / GOAL	5-ESS3-1.	Obtain and combine information about solutions individual communities use to protect the Earth's resources and environment.
		<u>Virtual Field Trips</u> African Safari Amazon Rainforest - People and Threats - Grades 2-5 Amazon Rainforest - People and Threats - Grades 6-8 Canada: Coast to Coast Galapagos Islands Grade 4 - West Region Today National Parks - Alaska & Hawaii National Parks - Nevada, California National Parks - Washington, Oregon, Idaho, Montana, Colorado National Parks - Wyoming, Utah Who Lives On a Coral Reef?

Kentucky Academic Standards

Social Studies

Grade: 5 - Adopted: 2022

STRAND		Grade 5: Colonization to Constitution
CATEGORY / GOAL		Inquiry Practice
STANDARD / ORGANIZER		Questioning (Q)

EXPECTATION 5.I.Q.1. Ask compelling questions about the founding of the United States.

Virtual Field Trips

Grade 4 - Northeast

EXPECTATION 5.I.Q.2. Generate supporting questions to answer compelling questions about the founding of the United States.

Virtual Field Trips

Grade 4 - Northeast

STRAND		Grade 5: Colonization to Constitution
CATEGORY / GOAL		Inquiry Practice
STANDARD / ORGANIZER		Communicating Conclusions (CC)

EXPECTATION 5.I.CC.1. Construct explanatory products, using reasoning, correct sequence, examples and details with relevant information and data, to convey the diverse perspectives that impacted the founding of the United States.

Virtual Field Trips

Grade 4 - Northeast

EXPECTATION 5.I.CC.3. Explain different approaches people can take to address local, regional and global problems, using examples from U.S. history.

Virtual Field Trips

Grade 4 - Northeast

STRAND		Grade 5: Colonization to Constitution
CATEGORY / GOAL		Civics (C)

STANDARD / ORGANIZER		Civic and Political Institutions (CP)
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EXPECTATION 5.C.CP.1. Analyze the development and establishment of the U.S. federal government.

Virtual Field Trips

Grade 4 - Northeast

EXPECTATION 5.C.CP.2. Analyze the structure of the U.S. government, including separation of power and its system of checks and balances.

Virtual Field Trips

Washington, DC - Grades K - 5

EXPECTATION 5.C.CP.3. Describe how the Constitution of the United States upholds popular sovereignty, ensures rule of law and establishes a federal system.

Virtual Field Trips

Washington, DC - Grades K - 5

STRAND		Grade 5: Colonization to Constitution
CATEGORY / GOAL		Economics (E)
STANDARD / ORGANIZER		Microeconomics (MI)

EXPECTATION 5.E.MI.1. Explain the relationship between supply and demand.

Virtual Field Trips

Grade 4 - Northeast

Grade 4 - Southeast Region of the U.S.

STRAND		Grade 5: Colonization to Constitution
CATEGORY / GOAL		Economics (E)
STANDARD / ORGANIZER		Specialization, Trade and Interdependence (ST)

EXPECTATION 5.E.ST.1. Explain how specialization, comparative advantage and competition influence the production and exchange of goods and services in an interdependent economy.

Virtual Field Trips

Grade 4 - Northeast

Grade 4 - Southeast Region of the U.S.

STRAND		Grade 5: Colonization to Constitution
CATEGORY / GOAL		Economics (E)
STANDARD / ORGANIZER		Incentives, Choices and Decision Making (IC)

EXPECTATION 5.E.IC.1. Analyze how incentives and opportunity costs impact decision making, using examples from history.

Virtual Field Trips

Grade 4 - Northeast

Grade 4 - Southeast Region of the U.S.

STRAND		Grade 5: Colonization to Constitution
CATEGORY / GOAL		Geography (G)
STANDARD / ORGANIZER		Migration and Movement (MM)

EXPECTATION 5.G.MM.1 Analyze how cultural, economic and environmental factors encouraged and restricted the movement of people, ideas and goods to and within the United States.

Virtual Field Trips

Grade 4 - Northeast

Grade 4 - Southeast Region of the U.S.

STRAND		Grade 5: Colonization to Constitution
CATEGORY / GOAL		Geography (G)
STANDARD / ORGANIZER		Human Environment Interaction (HE)

EXPECTATION 5.G.HE.1. Explain how cultural and environmental changes impact population distribution and influence how people modify and adapt to their environments.

Virtual Field Trips

Grade 4 - Northeast

Grade 4 - Southeast Region of the U.S.

STRAND		Grade 5: Colonization to Constitution
CATEGORY / GOAL		Geography (G)
STANDARD / ORGANIZER		Geographic Reasoning (GR)

EXPECTATION 5.G.GR.1. Use a variety of maps, satellite images and other models to explain the relationships between the location of places and regions and their human and environmental characteristics.

Virtual Field Trips

Grade 4 - Northeast

Grade 4 - Southeast Region of the U.S.

STRAND		Grade 5: Colonization to Constitution
CATEGORY / GOAL		History (H)
STANDARD / ORGANIZER		Change and Continuity (CH)

EXPECTATION 5.H.CH.1. Describe the impact of fundamental documents on the development of the United States.

Virtual Field Trips

Grade 4 - Northeast

EXPECTATION 5.H.CH.2. Analyze the impact innovation and human ingenuity had on the development of the United States from Colonization to Constitution.

Virtual Field Trips

Grade 4 - Northeast

Grade 4 - Southeast Region of the U.S.

STRAND		Grade 5: Colonization to Constitution
CATEGORY / GOAL		History (H)
STANDARD / ORGANIZER		Cause and Effect (CE)

EXPECTATION 5.H.CE.1. Analyze the causes of the American Revolution and the effects individuals and groups had on the conflict.

Virtual Field Trips

Grade 4 - Northeast

EXPECTATION 5.H.CE.3. Describe the social and economic impact of the slave trade on diverse groups.

Virtual Field Trips

Grade 4 - Southeast Region of the U.S.

STRAND		Grade 5: Colonization to Constitution
CATEGORY / GOAL		History (H)
STANDARD / ORGANIZER		Conflict and Compromise (CO)

EXPECTATION 5.H.CO.1. Analyze the role conflict and collaboration played in the founding of the United States.

Virtual Field Trips

Grade 4 - Northeast

Main Criteria: Kentucky Academic Standards
Secondary Criteria: Virtual Field Trips
Subjects: Science, Social Studies
Grade: 6
Correlation Options: Show Correlated

Kentucky Academic Standards
Science
Grade: 6 - Adopted: 2022

STRAND		Sixth Grade
CATEGORY / GOAL	6-LS2-2.	Construct an explanation that predicts patterns of interaction among organisms across multiple ecosystems. Virtual Field Trips African Safari Amazon Rainforest - Grades 2-5 Amazon Rainforest - Grades 6-8 Amazon Rainforest - People and Threats - Grades 2-5 Amazon Rainforest - People and Threats - Grades 6-8 Canada: Coast to Coast Galapagos Islands How Coral Reefs Are Formed National Parks - Alaska & Hawaii The Sahara Desert Who Lives On a Coral Reef?
CATEGORY / GOAL	6-LS2-3.	Develop a model to describe the cycling of matter and flow of energy among living and non-living parts of an ecosystem. Virtual Field Trips Amazon Rainforest - Grades 2-5 Amazon Rainforest - Grades 6-8 Amazon Rainforest - People and Threats - Grades 2-5 Amazon Rainforest - People and Threats - Grades 6-8 Galapagos Islands Who Lives On a Coral Reef?
CATEGORY / GOAL	6-ESS2-1.	Develop a model to describe the cycling of Earth's materials and the flow of energy that drives this process. Virtual Field Trips Amazon Rainforest - People and Threats - Grades 2-5 Amazon Rainforest - People and Threats - Grades 6-8 Galapagos Islands
CATEGORY / GOAL	6-ESS2-2.	Construct an explanation based on evidence for how biological and geoscience processes have changed Earth's surface at varying time and spatial scales. Virtual Field Trips National Parks - Alaska & Hawaii National Parks - Nevada, California National Parks - Washington, Oregon, Idaho, Montana, Colorado National Parks - Wyoming, Utah
CATEGORY / GOAL	6-ESS2-3.	Analyze and interpret data on the distribution of fossils and rocks, continental shapes, and seafloor structures to provide evidence of past plate motions. Virtual Field Trips National Parks - Alaska & Hawaii National Parks - Wyoming, Utah

CATEGORY / GOAL	6-ESS2-5.	Collect data to provide evidence for how the motions and complex interactions of air masses result in changes in weather conditions. Virtual Field Trips Canada: Coast to Coast
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CATEGORY / GOAL	6-ESS2-6.	Develop and use a model to describe how unequal heating and rotation of the Earth cause patterns of atmospheric and oceanic circulation that determine regional climates. Virtual Field Trips Galapagos Islands
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Kentucky Academic Standards

Social Studies

Grade: 6 - Adopted: 2022

STRAND		Grade 6: Development of Civilizations
CATEGORY / GOAL		Inquiry Practice
STANDARD / ORGANIZER		Communicating Conclusions (CC)

EXPECTATION	6.I.CC.3.	Evaluate how individuals and groups addressed local, regional and global problems throughout the development of civilizations.
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Virtual Field Trips
Ancient China - Qin & Han Dynasties
Ancient China - Shang & Zhou Dynasties
Ancient Greece

STRAND		Grade 6: Development of Civilizations
CATEGORY / GOAL		Civics (C)
STANDARD / ORGANIZER		Civic and Political Institutions (CP)

EXPECTATION	6.C.CP.1.	Explain the origins, functions and structures of governments in River Valley Civilizations and Classical Empires between 3500 BCE-600 CE.
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Virtual Field Trips
Ancient China - Qin & Han Dynasties
Ancient China - Shang & Zhou Dynasties
Ancient Egypt - Land of the Pharaohs
Ancient Egypt - Land of the Pyramids

EXPECTATION	6.C.CP.2.	Explain connections between government and religion in River Valley Civilizations and Classical Empires between 3500 BCE-600 CE.
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Virtual Field Trips
Ancient China - Qin & Han Dynasties
Ancient China - Shang & Zhou Dynasties
Ancient Egypt - Land of the Pharaohs
Ancient Egypt - Land of the Pyramids

EXPECTATION 6.C.CP.3. Describe the political institutions of monarchy, democracy, republic, empire and theocracy in River Valley Civilizations and Classical Empires between 3500 BCE-600 CE.

Virtual Field Trips

Ancient China - Qin & Han Dynasties

Ancient China - Shang & Zhou Dynasties

Ancient Egypt - Land of the Pharaohs

Ancient Egypt - Land of the Pyramids

STRAND		Grade 6: Development of Civilizations
CATEGORY / GOAL		Civics (C)
STANDARD / ORGANIZER		Roles and Responsibilities of a Citizen (RR)

EXPECTATION 6.C.RR.1. Evaluate the rights, roles, responsibilities and limitations of the concept of citizen in Classical Greece and Rome.

Virtual Field Trips

Ancient Greece

STRAND		Grade 6: Development of Civilizations
CATEGORY / GOAL		Civics (C)
STANDARD / ORGANIZER		Civic Virtues and Democratic Principles (CV)

EXPECTATION 6.C.CV.1. Analyze how historical, economic, geographic and cultural characteristics influence social and government structures in River Valley Civilizations and Classical Empires between 3500 BCE-600 CE.

Virtual Field Trips

Ancient China - Qin & Han Dynasties

Ancient China - Shang & Zhou Dynasties

Ancient Egypt - Land of the Pharaohs

Ancient Egypt - Land of the Pyramids

Ancient Greece

Ancient Rome

Rome - The Eternal City

STRAND		Grade 6: Development of Civilizations
CATEGORY / GOAL		Civics (C)
STANDARD / ORGANIZER		Processes, Rules and Laws (PR)

EXPECTATION 6.C.PR.1. Analyze the purposes and effects of laws in River Valley Civilizations and Classical Empires between 3500 BCE-600 CE.

Virtual Field Trips

Ancient China - Shang & Zhou Dynasties

STRAND		Grade 6: Development of Civilizations
CATEGORY / GOAL		Economics (E)
STANDARD / ORGANIZER		Microeconomics (MI)

EXPECTATION	6.E.MI.1.	Trace the chain of supply for a needed product. Virtual Field Trips Ancient China - Qin & Han Dynasties Ancient Egypt - Land of the Pharaohs Ancient Rome
EXPECTATION	6.E.MI.2.	Predict and analyze unintended costs and benefits of economic decisions. Virtual Field Trips Ancient China - Qin & Han Dynasties Ancient Egypt - Land of the Pharaohs Ancient Rome
EXPECTATION	6.E.MI.3.	Explain how markets exist whenever there is an exchange of goods and services. Virtual Field Trips Ancient China - Qin & Han Dynasties Ancient Egypt - Land of the Pharaohs Ancient Rome
EXPECTATION	6.E.MI.4.	Compare the markets of River Valley Civilizations and Classical Empires between 3500 BCE-600 CE. Virtual Field Trips Ancient China - Qin & Han Dynasties Ancient Egypt - Land of the Pharaohs Ancient Greece Ancient Rome

STRAND		Grade 6: Development of Civilizations
CATEGORY / GOAL		Economics (E)
STANDARD / ORGANIZER		Macroeconomics (MA)

EXPECTATION	6.E.MA.1.	Describe how civilizations used bartering to establish mediums of exchange to meet their wants. Virtual Field Trips Ancient China - Qin & Han Dynasties Ancient Egypt - Land of the Pharaohs Ancient Greece Ancient Rome
EXPECTATION	6.E.MA.2.	Explain how market conditions and economic activity affected the growth of River Valley Civilizations and Classical Empires between 3500 BCE-600 CE. Virtual Field Trips Ancient China - Qin & Han Dynasties Ancient Egypt - Land of the Pharaohs Ancient Greece Ancient Rome

STRAND		Grade 6: Development of Civilizations
CATEGORY / GOAL		Economics (E)
STANDARD / ORGANIZER		Specialization, Trade and Interdependence (ST)

EXPECTATION	6.E.ST.1.	Compare specialization in two or more civilizations or empires.
		Virtual Field Trips Ancient China - Qin & Han Dynasties Ancient Egypt - Land of the Pharaohs Ancient Rome

EXPECTATION	6.E.ST.2.	Examine how new knowledge, technology and specialization increase productivity.
		Virtual Field Trips Ancient China - Qin & Han Dynasties Ancient Egypt - Land of the Pharaohs Ancient Greece Ancient Rome

STRAND		Grade 6: Development of Civilizations
CATEGORY / GOAL		Economics (E)
STANDARD / ORGANIZER		Incentives, Choices and Decision Making (IC)

EXPECTATION	6.E.IC.1.	Analyze the economic choices of individuals, societies and governments.
		Virtual Field Trips Ancient China - Qin & Han Dynasties Ancient Egypt - Land of the Pharaohs Ancient Greece Ancient Rome

STRAND		Grade 6: Development of Civilizations
CATEGORY / GOAL		Geography (G)
STANDARD / ORGANIZER		Migration and Movement (MM)

EXPECTATION	6.G.MM.1	Compare how human and environmental characteristics of a region influenced the movement of people, goods and ideas during the rise of River Valley Civilizations and Classical Empires between 3500 BCE-600 CE.
		Virtual Field Trips Ancient China - Qin & Han Dynasties Ancient Egypt - Land of the Pharaohs Ancient Rome

STRAND		Grade 6: Development of Civilizations
CATEGORY / GOAL		Geography (G)
STANDARD / ORGANIZER		Human Interactions and Interconnections (HI)

EXPECTATION	6.G.HI.1.	Explain how population changes in River Valley Civilizations and Classical Empires affected land use between 3500 BCE-600 CE. Virtual Field Trips Ancient China - Qin & Han Dynasties Ancient China - Shang & Zhou Dynasties Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece Ancient Rome Rome - The Eternal City
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EXPECTATION	6.G.HI.2.	Analyze the impact of interactions between various River Valley Civilizations and between various Classical Empires between 3500 BCE-600 CE. Virtual Field Trips Ancient China - Qin & Han Dynasties Ancient China - Shang & Zhou Dynasties Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece Ancient Rome Rome - The Eternal City
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STRAND		Grade 6: Development of Civilizations
CATEGORY / GOAL		Geography (G)
STANDARD / ORGANIZER		Human Environment Interaction (HE)

EXPECTATION	6.G.HE.1.	Analyze how physical environments shaped the development of River Valley Civilizations and Classical Empires between 3500 BCE-600 CE. Virtual Field Trips Ancient China - Qin & Han Dynasties Ancient China - Shang & Zhou Dynasties Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece Ancient Rome Rome - The Eternal City
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EXPECTATION	6.G.HE.2.	Analyze how River Valley Civilizations and Classical Empires impacted the environment, both positively and negatively, between 3500 BCE-600 CE. Virtual Field Trips Ancient China - Qin & Han Dynasties Ancient China - Shang & Zhou Dynasties Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece Ancient Rome Rome - The Eternal City
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STRAND		Grade 6: Development of Civilizations
CATEGORY / GOAL		Geography (G)
STANDARD / ORGANIZER		Geographic Reasoning (GR)

EXPECTATION	6.G.GR.1.	Use maps and other geographic representations, geospatial technologies, and spatial thinking to determine similarities and differences among River Valley Civilizations and Classical Empires between 3500 BCE-600 CE.
Virtual Field Trips Ancient China - Qin & Han Dynasties Ancient China - Shang & Zhou Dynasties Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece Ancient Mayan Civilization Ancient Rome Rome - The Eternal City		

STRAND		Grade 6: Development of Civilizations
CATEGORY / GOAL		History (H)
STANDARD / ORGANIZER		Change and Continuity (CH)

EXPECTATION 6.H.CH.1. Describe how River Valley Civilizations transitioned to empires between 3500 BCE-600 CE.

Virtual Field Trips
 Ancient China - Qin & Han Dynasties
 Ancient China - Shang & Zhou Dynasties
 Ancient Egypt - Land of the Pharaohs
 Ancient Egypt - Land of the Pyramids

EXPECTATION	6.H.CH.2.	Compare the origins and development of early world religions from River Valley Civilizations to Classical Empires 3500 BCE-600 CE.
Virtual Field Trips Ancient China - Qin & Han Dynasties Ancient China - Shang & Zhou Dynasties Ancient Egypt - Land of the Pharaohs Ancient Greece Jerusalem - Then and Now (Older Grades)		

STRAND		Grade 6: Development of Civilizations
CATEGORY / GOAL		History (H)
STANDARD / ORGANIZER		Cause and Effect (CE)

EXPECTATION 6.H.CE.1. Analyze the causes and effects of the rise of River Valley Civilizations.

Virtual Field Trips
 Ancient China - Qin & Han Dynasties
 Ancient China - Shang & Zhou Dynasties
 Ancient Egypt - Land of the Pharaohs
 Ancient Egypt - Land of the Pyramids

STRAND		Grade 6: Development of Civilizations
CATEGORY / GOAL		History (H)
STANDARD / ORGANIZER		Conflict and Compromise (CO)

EXPECTATION	6.H.CO.1.	Explain the role conflict played in the development and expansion of Classical Empires between 3500 BCE-600 CE.
		Virtual Field Trips Ancient Greece Ancient Rome Rome - The Eternal City
EXPECTATION	6.H.CO.2	Analyze the impact trade networks had on interactions among various human societies between 3500 BCE-600 CE.
		Virtual Field Trips Ancient China - Qin & Han Dynasties Ancient Egypt - Land of the Pharaohs Ancient Rome

Main Criteria: Kentucky Academic Standards
Secondary Criteria: Virtual Field Trips
Subjects: Science, Social Studies
Grade: 7
Correlation Options: Show Correlated

Kentucky Academic Standards
Social Studies
 Grade: 7 - Adopted: 2022

STRAND		Grade 7: Growth and Expansion of Civilization
CATEGORY / GOAL		Inquiry Practice
STANDARD / ORGANIZER		Questioning (Q)

EXPECTATION 7.I.Q.1. Develop compelling questions, focusing on the growth and expansion of civilizations from 600-1600.

Virtual Field Trips
 Rome - The Eternal City

EXPECTATION 7.I.Q.2. Generate supporting questions, using the disciplines of social studies, to help answer compelling questions related to the growth and expansion of civilizations between 600-1600.

Virtual Field Trips
 Rome - The Eternal City

EXPECTATION 7.I.Q.3. Compare the types of supporting questions each of the social studies disciplines uses to answer compelling and supporting questions.

Virtual Field Trips
 Rome - The Eternal City

STRAND		Grade 7: Growth and Expansion of Civilization
CATEGORY / GOAL		Inquiry Practice
STANDARD / ORGANIZER		Communicating Conclusions (CC)

EXPECTATION 7.I.CC.3. Evaluate how individuals and groups addressed local, regional and global problems throughout the growth and expansion of civilizations.

Virtual Field Trips
 Rome - The Eternal City

EXPECTATION 7.I.CC.4. Use a range of deliberative and democratic procedures to discuss current local, regional and global issues.

Virtual Field Trips
 Rome - The Eternal City

STRAND		Grade 7: Growth and Expansion of Civilization
CATEGORY / GOAL		Civics (C)
STANDARD / ORGANIZER		Civic and Political Institutions (CP)

EXPECTATION 7.C.CP.1. Compare political institutions and their impacts on people in empires between 600-1600.

Virtual Field Trips

Ancient Mayan Civilization

STRAND		Grade 7: Growth and Expansion of Civilization
CATEGORY / GOAL		Economics (E)
STANDARD / ORGANIZER		Macroeconomics (MA)

EXPECTATION 7.E.MA.2. Compare how different economic systems choose to allocate the production, distribution and consumption of resources.

Virtual Field Trips

Ancient China - Qin & Han Dynasties

Ancient Greece

STRAND		Grade 7: Growth and Expansion of Civilization
CATEGORY / GOAL		Economics (E)
STANDARD / ORGANIZER		Specialization, Trade and Interdependence (ST)

EXPECTATION 7.E.ST.1. Explain the impact of supply and demand on the emergence of global markets.

Virtual Field Trips

Ancient China - Qin & Han Dynasties

EXPECTATION 7.E.ST.2. Analyze the impact of specialization upon trade and the cost of goods and services.

Virtual Field Trips

Ancient China - Qin & Han Dynasties

EXPECTATION 7.E.ST.3. Explain how growing interdependence and advances in technology improve standards of living.

Virtual Field Trips

Rome - The Eternal City

EXPECTATION 7.E.ST.4. Analyze the interregional trading systems of the Americas, Africa, Asia and Europe between 600-1450.

Virtual Field Trips

Ancient China - Qin & Han Dynasties

STRAND		Grade 7: Growth and Expansion of Civilization
CATEGORY / GOAL		Economics (E)
STANDARD / ORGANIZER		Incentives, Choices and Decision Making (IC)

EXPECTATION 7.E.IC.1. Analyze how economic choices were made based on scarcity.

Virtual Field Trips

Ancient China - Qin & Han Dynasties

EXPECTATION 7.E.IC.2. Analyze the impact of growth and expansion on the allocation of resources and economic incentives.

Virtual Field Trips

Ancient China - Qin & Han Dynasties

STRAND		Grade 7: Growth and Expansion of Civilization
CATEGORY / GOAL		Geography (G)
STANDARD / ORGANIZER		Human Interactions and Interconnections (HI)

EXPECTATION 7.G.HI.2. Examine ways in which one culture can both positively and negatively influence another through cultural diffusion, trade relationships, expansion and exploration.

Virtual Field Trips

Ancient China - Qin & Han Dynasties

STRAND		Grade 7: Growth and Expansion of Civilization
CATEGORY / GOAL		Geography (G)
STANDARD / ORGANIZER		Human Environment Interaction (HE)

EXPECTATION 7.G.HE.1. Examine how physical geography influenced the societies and empires of Afro-Eurasia and the Americas between 600-1600.

Virtual Field Trips

Ancient Mayan Civilization

STRAND		Grade 7: Growth and Expansion of Civilization
CATEGORY / GOAL		Geography (G)
STANDARD / ORGANIZER		Geographic Reasoning (GR)

EXPECTATION 7.G.GR.1. Analyze the spatial organization of people, places and environments found in the societies and empires of Afro-Eurasia and the Americas between 600-1600.

Virtual Field Trips

Ancient Mayan Civilization

EXPECTATION 7.G.GR.2. Use maps and other geographic representations, geospatial technologies, and spatial thinking to interpret the relationships between humans and their environment.

Virtual Field Trips

Ancient Mayan Civilization

STRAND		Grade 7: Growth and Expansion of Civilization
CATEGORY / GOAL		History (H)
STANDARD / ORGANIZER		Cause and Effect (CE)

EXPECTATION	7.H.CE.1.	Analyze the causes and effects of the Renaissance, Scientific Revolution and the Enlightenment.
		<u>Virtual Field Trips</u> Rome - The Eternal City

EXPECTATION	7.H.CE.2.	Evaluate the political, geographic, economic and social impact of the expansion of empires between 600-1600.
		<u>Virtual Field Trips</u> Ancient Mayan Civilization

STRAND		Grade 7: Growth and Expansion of Civilization
CATEGORY / GOAL		History (H)
STANDARD / ORGANIZER		Conflict and Compromise (CO)

EXPECTATION	7.H.CO.2.	Evaluate various motives for expansion among multiple empires between 600-1600.
		<u>Virtual Field Trips</u> Ancient Mayan Civilization

Main Criteria: Kentucky Academic Standards
Secondary Criteria: Virtual Field Trips
Subjects: Science, Social Studies
Grade: 8
Correlation Options: Show Correlated

Kentucky Academic Standards
Science
Grade: 8 - Adopted: 2022

STRAND		Eighth Grade
CATEGORY / GOAL	8-PS1-3.	Gather and make sense of information to describe that synthetic materials come from natural resources and impact society. Virtual Field Trips Amazon Rainforest - People and Threats - Grades 6-8
CATEGORY / GOAL	8-LS1-5.	Construct a scientific explanation based on evidence for how environmental and genetic factors influence the growth of organisms. Virtual Field Trips Galapagos Islands
CATEGORY / GOAL	8-LS2-4.	Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations. Virtual Field Trips Amazon Rainforest - Grades 6-8 Amazon Rainforest - People and Threats - Grades 6-8 Canada: Coast to Coast Galapagos Islands National Parks - Alaska & Hawaii National Parks - Washington, Oregon, Idaho, Montana, Colorado
CATEGORY / GOAL	8-LS2-5.	Evaluate competing design solutions for maintaining biodiversity and ecosystem services. Virtual Field Trips Amazon Rainforest - People and Threats - Grades 6-8 Canada: Coast to Coast Galapagos Islands National Parks - Alaska & Hawaii National Parks - Nevada, California National Parks - Washington, Oregon, Idaho, Montana, Colorado National Parks - Wyoming, Utah
CATEGORY / GOAL	8-ESS3-1.	Construct a scientific explanation based on evidence for how the uneven distributions of Earth's mineral, energy, and groundwater resources are the result of past and current geoscience processes. Virtual Field Trips Amazon Rainforest - People and Threats - Grades 6-8 Canada: Coast to Coast Canada: Our Northern Neighbor National Parks - Alaska & Hawaii National Parks - Nevada, California

CATEGORY / GOAL	8-ESS3-3.	Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment. Virtual Field Trips Amazon Rainforest - People and Threats - Grades 6-8 Canada: Coast to Coast Galapagos Islands National Parks - Alaska & Hawaii National Parks - Nevada, California National Parks - Washington, Oregon, Idaho, Montana, Colorado National Parks - Wyoming, Utah
CATEGORY / GOAL	8-ESS3-4.	Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems. Virtual Field Trips Amazon Rainforest - People and Threats - Grades 6-8
CATEGORY / GOAL	8-ESS3-5.	Ask questions to clarify evidence of the factors that have caused the rise in global temperatures over the past century. Virtual Field Trips Canada: Coast to Coast National Parks - Washington, Oregon, Idaho, Montana, Colorado

Kentucky Academic Standards
Social Studies
Grade: 8 - Adopted: 2022

STRAND		Grade 8: The United States: 1600-1877
CATEGORY / GOAL		Civics (C)
STANDARD / ORGANIZER		Civic and Political Institutions (CP)

EXPECTATION	8.C.CP.1.	Analyze the origin and purposes of rule of law, popular sovereignty, federalism, separation of powers and checks and balances. Virtual Field Trips Washington, DC - Grades 6 - 8
EXPECTATION	8.C.CP.3.	Explain how a system of checks and balances is intended to prevent a concentration of power in one branch. Virtual Field Trips Washington, DC - Grades 6 - 8