

HPS Key Concepts and Essentials for In Person Field Trips

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Programs for students in grades PreK-5. Bring natural and cultural history, and science, up close for your student. Preschool programs run 30 minutes and elementary programs are 45 minutes. With advanced notice, these can be adapted to meet your needs. Please limit two programs per visit. If you are 15 minutes late or more, your first program could be cancelled.

All programs meet Nebraska State Standards and are aligned with Hastings Public School's Key Concepts and Essentials. Call to schedule your program today!

Animal Survival (Kindergarten)

Science: Kindergarten

- Relate to information on a science topic (I can work together to ask and answer questions) Scientific questioning
- Participate in simple, teacher-facilitated investigations (I can work together to ask and answer questions) Scientific Investigation
- Identify the basic needs of living things (water, air, food, space, shelter) (I can identify needs of living things) Characteristics of living organisms

Inventing Kool-Aid (Grades K-1)

Social Studies/History: Kindergarten

- Identify choices students have made and explain why they had to make a choice.
- Recognize that people make choices because they cannot have everything they want (scarcity).
- Identify the chronology of personal events and their impact. Recognize historical people, events, ideas, and symbols.

Social Studies/History: First Grade

- Identify ways that people/cultures change over time. (I can tell how things change over time.)

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Inventing Kool-Aid (Grades K-1) Continued

Social Studies/History: First Grade Continued

- Describe how the environment influences their food, clothing, shelter, transportation, and recreation. (I can show how where I live affects what I eat, what I wear, what I live in, how I get from place to place, and how I play.)
- Identify inventions (I can tell about new creations.)
- Describe a helpful invention and explain its importance. (I can tell how a new creation can help us.)
- Identify needs and wants of most families. (I can understand what things people have to have and what they would like to have.)
- Identify the differences between goods and services. (I know what goods and services are.)

Science: Kindergarten

- Participate in simple, teacher-facilitated investigations (I can work together to ask and answer questions) Scientific Investigation
- Use the five senses to explore science topics (I can observe by using the senses) Scientific observations

Science: First Grade

- Recognize questions that relate to a science topic (questioning)
- Conduct simple investigations (investigations)
- Use the five senses, describe objects, organisms, or events through pictures, words, and numbers (observations)

Growing Up Pawnee (Grades K-1)

Language Arts: Kindergarten

- Make connections between your own life and/or other cultures in literary and informational text.

Social Studies: Kindergarten

- Recognize historical people, events, ideas, and symbols.

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Growing Up Pawnee (Grades K-1) Continued

Social Studies: Kindergarten Continued

- Recognize different perspectives of events.

Social Studies: First Grade

- Identify ways that people/cultures change over time. (I can tell how things change over time.)
- Describe how the environment influences their food, clothing, shelter, transportation, and recreation. (I can show how where I live affects what I eat, what I wear, what I live in, how I get from place to place, and how I play.)

Out of This World (Grade 1)

Science: Kindergarten

- Relate to information on a science topic (I can work together to ask and answer questions) Scientific questioning
- Participate in simple, teacher-facilitated investigations (I can work together to ask and answer questions) Scientific Investigation
- Identify objects in the sky (sun, moon, stars) and when they are observable (I can name the sun, moon and stars in the sky) Objects in the sky and universe

Science: First Grade

- Recognize questions that relate to a science topic (questioning)
- Conduct simple investigations (investigations)
- Identify objects in the sky (the Sun, the Moon, the stars) and when they are observable
- Identify objects that appear to move in the sky (the Sun, the Moon, stars)

Ecosystem Explorers (Grades 2-3)

Science: Second Grade

- Ask questions that related to a science topic (Scientific Questioning)
- Describe objects, organisms, or events using pictures, words, and numbers (Scientific Observation)

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Ecosystem Explorers (Grades 2-3) Continued

Science: Second Grade Continued

- Identify the basic needs of living things (food, water, air, space, shelter)
- Identify external parts of plants and animals
- Observe and match plants and animals to their distinct habitats (Characteristics of Living Organisms)

Science: Third Grade

- Compare and contrast the characteristics of living and nonliving things.
- Identify and explain how parts of plants and animals function to meet basic needs. (legs of an insect helps an insect move)
- Give examples of living and nonliving factors that cause changes, some beneficial some hurtful, in the environment where they live.

Kool-Aid Success (Grades 2-3)

Social Studies- Second Grade

- Describe the work of producers and the role of consumers
- Identify the relationships between people's choices and their needs and wants

Social Studies- Third Grade

- Identify various markets where buyers and sellers meet (e.g., shopping malls, auction, catalogs, garage sales, the Internet)
- Identify past and current events, issues, and problems
- Gather, develop, and present historical information about their community

People of Hastings (Grade 3)

Social Studies: Third Grade

- Identify and explain a variety of roles leaders, citizens, and others play in local government
- Compare and contrast patterns of culture within your community (e.g., language, religion, food) and the diffusion of cultural traits (e.g., spread of ideas, languages, religions, people, goods, customs, traditions)

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People of Hastings (Grade 3) Continued

Social Studies: Third Grade Continued

- Identify the relationship between humans and the physical environment and their influences (e.g. availability of water, climate, fertility of soil, agriculture, transportation, industry)
- Students will use geographic skills to make connections to issues and events (e.g., How could the building of a highway bring more business to a community?)
- Describe the development of people, events, ideas, and symbols over time (local cultural figures, landmarks, celebrations, and cultural events)
- Describe multiple perspectives of community events
- Identify past and current events, issues, and problems
- Identify important people that influenced the development of our community
- Identify and describe important landmarks in the community
- Identify changes from past to present-ex. roles, jobs, communication, technology, businesses, schools, cultural traditions

Sea Monsters (Grades 3-4)

Science: Third Grade

- Describe how scientists do their work and identify that many people study science.
- Students will (I can) recognize that there are different people who study science and make new discoveries which impact scientific knowledge
- Students will (I can) recognize that new discoveries are always being made which impact scientific knowledge
- Students will (I can) recognize scientific explanations are based on evidence (data) and knowledge

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Kool-Aid: Surviving the Times (Grades 4-5)

Social Studies- Fourth Grade

- Recognize prices are what consumers pay when they buy a good or service.
- Investigate how capital resources are used to make other goods and produce services. (e.g. tools, laboratories, equipment, and machinery)
- Make observations about the purpose of various financial institutions in Nebraska. (e.g. barter, trading posts, banks, credit unions)

Social Studies- Fifth Grade

- Analyze various markets where buyers and sellers exchange goods or services.
- Examine chronological relationships and patterns, and describe the connections among them.

Rocks and Minerals (Grades 4-5)

More information on this program coming soon. Call for details if you would like to book this class.

Pawnee in Nebraska (Grades 4-6)

Social Studies 4th Grade

- Identify how humans have adapted to and modified different environments in Nebraska.(e.g. progression of home construction materials)
- Examine chronological relationships and patterns, and describe the connections among them.
- Describe and explain the relationships among historical people, events, ideas, and symbols over time using multiple types of sources. E.g. Native Americans of the Plains, Explorers: Lewis and Clark, Stephen Long, Hiram Scott, John C. Fremont; Traders: Manuel Lisa, James Bordeaux; Missionaries: Moses Mettill, Father DeSmet; Westward Expansion: John Brown, Daniel Freeman, J. Sterling Morton; Statehood: Standing Bear, William Jennings Bryan; 20th Century Nebraskan: Mildred Brown, Willa Cather, Father Flanagan, George Norris; The Dust Bowl, state symbols)

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Pawnee in Nebraska (Grades 4-6) Continued

Social Studies 4th Grade Continued

- Describe and explain multiple perspectives of Nebraska historical events.

Social Studies 5th Grade

- Compare, contrast and draw conclusions about the characteristics of culture and migration in the United States.
- Describe how humans have adapted to and modified different environments in Early American history.
- Describe and explain multiple perspectives of historical events (ex. Boston Massacre, Indian Removal, The Declaration of Independence, The Constitution, & historical biographies)