

Nebraska State Standards 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

- SC.K.7 Interdependent Relationships in Ecosystems: Animals, Plants, and Their Environment
- SC.K.7.2 Gather, analyze, and communicate evidence of interdependent relationships in ecosystems.
- SC.K.7.2.A Use observations to describe patterns of what plants and animals (including humans) need to survive.
- SC.K.7.2.B Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs.
- SC.K.7.2.C Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live.
- SC.K.7.2.D Communicate solutions that will increase the positive impact of humans on the land, water, air, and/or other living things in the local environment

Inventing Kool-Aid (Grades K-1)

Social Studies: Kindergarten

- SS K.2.1 Differentiate between wants and needs in decision-making.
- SS K.2.1.a Classify wants and needs and explain subsequent choices.
- SS K.2.2 Recognize money is used to purchase goods and services to satisfy economic wants and needs.

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Inventing Kool-Aid (Grades K-1) Continued

Social Studies: First Grade

- SS 1.4.3 Describe historical people, events, and symbols.
- SS 1.4.3.a Identify the contributions of historical people. For example: Abraham Lincoln, Frederick Douglass, Martin Luther King, Jr., Standing Bear, Willa Cather, Susan LaFlesche
- SS 1.4.3.c Describe how oral traditions, books, letters, and other artifacts help us to understand the past. For example: show and tell of an artifact from the past, visiting a museum

Growing Up Pawnee (Grades K-1)

Social Studies: Kindergarten

- SS K.4.2. Recognize different perspectives of events.
- SS K.4.2.a. Compare perspectives of self and others
- SS K.4.3 Identify historical people, events, and symbols
- SS K.4.3.c. Differentiate between stories from the present and the past

Social Studies: First Grade

- SS 1.3.3. Explore the relationship between humans and their physical environment.
- SS 1.3.3.c. Describe how people adapt to their physical environment. (reservations, land use)
- SS 1.3.4. Describe the characteristics of culture.
- SS 1.3.4.b Describe the characteristics of individual culture. (foods, languages, celebrations)
- SS 1.4.1 Recognize patterns of continuity and change over time in families.
- SS 1.4.1.b. Compare and contrast family life from earlier times and today.
- SS 1.4.2. Identify multiple perspectives of diverse family traditions.
- SS 1.4.2.a. Compare and contrast family traditions across cultures.
- SS 1.4.3.c. Describe how oral traditions, books, letters, and other artifacts help us to understand the past. (visiting a museum, show and tell of an artifact from the past)

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Out of This World (Grade 1)

Science: Kindergarten

- SC.K.12.3.E Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.

Science: First Grade

- SC.1.11.3 Gather, analyze, and communicate evidence of patterns and cycles of space systems.
- SC.1.11.3.A Use observations of the sun, moon, and stars to describe patterns that can be predicted. Assessment of star patterns is limited to stars being seen at night and not during the day.
- SC.1.11.3.B Make observations at different times of the year to relate the amount of daylight to the time of year. Assessment is limited to relative amounts of daylight, not quantifying the hours or time of daylight.

Ecosystem Explorers (Grades 2-3)

Science-Second Grade

- SC.2.7.2.B Develop a simple model that mimics the function of an animal in dispersing seeds or pollinating plants.
- SC.2.7.2.C Make observations of plants and animals to compare the diversity of life in different habitats.

Science-Third Grade

- SC.3.7.2.A Construct an argument that some animals form groups that help members to survive.
- SC.3.7.2.A Construct an argument that some animals form groups that help members to survive.
- SC.3.9.3.C Use evidence to support the explanation that traits can be influenced by the environment.

Social Studies-Second Grade

- SS 3.3.3.b Identify ecosystems

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Kool-Aid Success (Grades 2-3)

Social Studies: Second Grade

- SS 2.2.1 Evaluate choices about how to use scarce resources that involve prioritizing wants and needs.
- SS 2.2.3 Describe how producers deliver products/services, earn an income, and satisfy economic needs and wants.
- SS 2.2.3.a. Explain the role of goods and services and supply and demand in a community.
- SS 2.3.1 Explore where (spatial) and why people, places, and environments are organized in the world.

Social Studies: Third Grade

- SS 3.2.2 Evaluate choices and consequences for spending and saving.
- SS 3.2.3 Explain that markets are places where buyers and sellers exchange goods and services.
- SS 3.2.3.a Indicate various markets where buyers and sellers meet.
- SS 3.3.1 Explore where (spatial) and why people, places, and environments are organized in the world.
- SS 3.4.1 Detect and apply patterns of continuity and change over time in communities (town or city).
- SS 3.4.3 Select past and current events and people relevant to the community.

People of Hastings (Grade 3)

Social Studies- Third Grade

- SS 3.3.2.c. Explain how and why places and regions change over time.
- SS 3.3.3.d. Describe how humans develop communities in local settings.
- SS 3.4.2 Describe and explain multiple perspectives of events within a community.
- SS 3.4.2.a Describe the role of diverse groups of people, events, and ideas in the development of a community.
- SS 3.4.2.b Compare and contrast conflicting perspectives about a past event in a community
- SS 3.4.3 Select past and current events and people relevant to the community

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People of Hastings (Grade 3) Continued

Social Studies- Third Grade Continued

- SS 3.4.3.a Determine factual information about community historical events through use of a variety of sources such as artifacts, pictures and documents.
- SS 3.4.3.b Identify how decisions affected events in a community

Sea Monsters (Grades 3-4)

Science: Third Grade

- SC.3.7.2.B Analyze and interpret data from fossils to provide evidence of the organisms and environments in which they lived long ago.

Science: Fourth Grade

- SC.4.13.4.A Identify evidence from patterns in rock formations and fossils in rock layers to support an explanation for changes in a landscape over time.

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

Social Studies: Fourth Grade

- SS 4.1.2.c Communicate background of Nebraska state holidays or historical events, their significance, and how they are recognized.
- SS 4.2.1 Describe how scarcity requires the consumer and producer to make choices and identify costs associated with them.
- SS 4.2.1.a Predict how consumers would react if the price of a good or service changed. For example: Price of gasoline increases; price of haircuts increases; price of milk/bread/sugar increases - would buy less or start to change behavior toward buying less, i.e., plan a carpool and get hair cut less often. Price of something decreases and buy more of it.
- SS 4.2.1.b Predict how producers would react if the profit from selling a good or service changed. For example: You produce widgets and they have become very popular and the price is rising, what would you do - produce more. In a natural disaster, because of scarcity prices tend to rise for things like water and lumber, if you produced water and/or lumber, the increased price would incentivize you to get more of things where they were needed.

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

Social Studies: Fourth Grade Continued

- SS 4.4.1.a Analyze the chronology of key state and/or regional events and communicate their impact on the past, present, and future. For example: timelines, before and after statehood
- SS 4.4.3.b Identify key events in American history that shaped or were shaped by Nebraskans. For example: Kansas-Nebraska Act, Homestead Act, Ponca Trail of Tears, Santee Exile and Winnebago Removal, North Platte Canteen, Orphan Train, Native American Boarding Schools, World War I, Will Brown, World War II, Tuskegee Airmen, Great Depression, Cold War, Civil Rights Movement, September 11, 2001

Social Studies: Fifth Grade

- SS 5.2.5.b Explain the rules and laws that protect and support consumers. For example: contracts, agreements, and product safety

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: Fourth Grade

- SS 4.4.3 Analyze past and current events throughout Nebraska history.
- SS 4.4.3.b Identify key elements in American history that shaped or were shaped by Nebraskans.

Social Studies: Fifth Grade

- SS 5.3.4.c Explain reasons for historical and present day migrations to and within the United States (persecution)
- SS 5.4.1.a Examine the chronology of key events in the United States and communicate their impact on various groups in the past, present and future.
- SS 5.4.3.a Compare the impact of people, events, ideas, and symbols on various cultures and ethnic groups in the Pre-Columbian era through the Constitution.

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Pawnee in Nebraska (Grades 4-6) Continued

Social Studies: Sixth Grade Continued

- SS 6.3.3.b Summarize how early humans utilized and adapted to their physical environment.
- SS 6.4.1.a Examine the impact of people, events, and ideas, including various cultures and ethnics groups, on the world.