

Vibrant Learning Experiences in Science and Social Studies Collection of Primary Examples

This collection of examples, adapted from teacher submissions, illustrates vibrant learning experiences as well as alignment to the *Kentucky Academic Standards (KAS) for Science* and *KAS for Social Studies*. Further, the collection responds to Senate Bill 9 (2022), the Read to Succeed Act, in that Reading and Writing High-Quality Instructional Resources (HQIRs) are referenced and integrated to show connections between the content areas. While Reading and Writing HQIRs will not adequately address the *KAS for Science* and *KAS for Social Studies*, alignment of topics is intentional to enhance student learning. Consequently, the Teacher Notes documents demonstrate effective ways to integrate what students do during Reading and Writing as a basis and support for the vibrant experiences in Science and Social Studies.

Kindergarten

<u>Earth Science: How can we prepare for changing weather over time?</u>
<u>Life Science: Do plants and animals need the exact same things to survive?</u>
<u>Civics: How can I be a good citizen?</u>
<u>Kentucky Civics: What symbols represent Kentucky?</u>
<u>Civics: How can family members work together so that the household runs smoothly?</u>

Grade 1

<u>Life Science: Why do all the birds look different?</u>
<u>Physical Science: How can I read under the covers while it's dark?</u>
<u>Geography: What actions can we take to make sure birds survive in our community?</u>
<u>Civics and History: Why is it important to protect the rights of people with disabilities?</u>
<u>Kentucky History: What are symbols, songs and traditions that are important to Kentucky?</u>

Grade 2

<u>Earth Science: How did the glacier Vatnajökull form and how did it change?</u>
<u>Life Science and Engineering: Why do some plants/trees yield more fruit than the others?</u>
<u>Physical Science and Engineering: How can we build a bridge to get a train safely across a river?</u>
<u>Geography: Why have people migrated and settled in North America in the past and today?</u>
<u>History: What were the causes and effects of the Trail of Tears?</u>

It is important to note that the instructional examples in this library are merely examples. This example is not a requirement nor a suggestion for school curriculum. While the Kentucky Department of Education (KDE) is responsible for the development of high-quality academic standards, state law assigns each local district the authority to develop the school's curriculum and determine appropriate instructional resources based on language found in [Kentucky Revised Statute \(KRS\) 160.345](#). It is under the discretion of the superintendent to determine the local curriculum, including the evaluation and selection of instructional resources. The KDE does not adopt or select specific curricula for coursework. Per KRS 160.345(g), "the local superintendent shall determine which curriculum, textbooks, instructional materials, and student support services shall be provided in the school after consulting with the local board of education, the school principal, and the school council and after a reasonable review and response period for stakeholders in accordance with local board of education policy."