

Main Criteria: Connecticut Core Standards
Secondary Criteria: Virtual Field Trips
Subjects: Science, Social Studies
Grade: K
Correlation Options: Show Correlated

**Connecticut Core Standards
 Science**

Grade: K - Adopted: 2015

DOMAIN / CONTENT STANDARD	NGSS.K-ESS.	EARTH AND SPACE SCIENCE
STATE FRAMEWORK	K-ESS2.	Earth's Systems
GRADE LEVEL EXPECTATION		Students who demonstrate understanding can:
INDICATOR	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
INDICATOR	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
DOMAIN / CONTENT STANDARD	NGSS.K-ESS.	EARTH AND SPACE SCIENCE
STATE FRAMEWORK	K-ESS3.	Earth and Human Activity
GRADE LEVEL EXPECTATION		Students who demonstrate understanding can:
INDICATOR	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

**Connecticut Core Standards
 Social Studies**

Grade: K - Adopted: 2015

DOMAIN / CONTENT STANDARD	CT.SS.K.	SOCIAL STUDIES: ME AND MY COMMUNITY
STATE FRAMEWORK	K.1.	DIMENSION 1: DEVELOPING QUESTIONS AND PLANNING INQUIRY - Central to a rich social studies experience is the capability for developing questions that can frame and advance inquiry. Those questions come in two forms: compelling and supporting questions (C3, p. 23-25). It is expected that students in Social Studies: Me and My Community (Kindergarten) will individually and with others:
GRADE LEVEL EXPECTATION	INQ K-2.1.	Explain why the compelling question is important to the student. <u>Virtual Field Trips</u> Grade 1 - Families and Neighbors Grade 1 - The Earth Around Us
GRADE LEVEL EXPECTATION	INQ K-2.2.	Identify disciplinary ideas associated with a compelling question. <u>Virtual Field Trips</u>

		Grade 1 - Families and Neighbors Grade 1 - The Earth Around Us
GRADE LEVEL EXPECTATION	INQ K-2.3.	Identify facts and concepts associated with a supporting question. <u>Virtual Field Trips</u> Grade 1 - Families and Neighbors Grade 1 - The Earth Around Us
GRADE LEVEL EXPECTATION	INQ K-2.4.	Make connections between supporting questions and compelling questions. <u>Virtual Field Trips</u> Grade 1 - Families and Neighbors Grade 1 - The Earth Around Us
DOMAIN / CONTENT STANDARD	CT.SS.K.	SOCIAL STUDIES: ME AND MY COMMUNITY
STATE FRAMEWORK	K.2.	DIMENSION 2: APPLYING DISCIPLINARY CONCEPTS AND TOOLS - In Kindergarten, the focus is on the disciplinary concepts and skills students need to understand and apply as they study Me, My Family, and My Community. The focus in Kindergarten is supported through an interdisciplinary approach that includes history, civics, economics, and geography. These disciplinary ideas are the lenses students use in their inquiries, and the consistent and coherent application of these lenses in Kindergarten should lead to deep and enduring understanding (C3, p. 29).
GRADE LEVEL EXPECTATION		HISTORY
INDICATOR		Change, Continuity and Context
INDICATOR	HIST K.1.	Compare life in the past to life today. <u>Virtual Field Trips</u> Grade 1 - Life Long Ago
INDICATOR	HIST K.2.	Generate questions about individuals and groups who have shaped a significant historical change. <u>Virtual Field Trips</u> Grade 1 - The Earth Around Us
DOMAIN / CONTENT STANDARD	CT.SS.K.	SOCIAL STUDIES: ME AND MY COMMUNITY
STATE FRAMEWORK	K.2.	DIMENSION 2: APPLYING DISCIPLINARY CONCEPTS AND TOOLS - In Kindergarten, the focus is on the disciplinary concepts and skills students need to understand and apply as they study Me, My Family, and My Community. The focus in Kindergarten is supported through an interdisciplinary approach that includes history, civics, economics, and geography. These disciplinary ideas are the lenses students use in their inquiries, and the consistent and coherent application of these lenses in Kindergarten should lead to deep and enduring understanding (C3, p. 29).
GRADE LEVEL EXPECTATION		HISTORY
INDICATOR		Perspectives
INDICATOR	HIST K.3.	Compare perspectives of people in the past to those in the present. <u>Virtual Field Trips</u> Grade 1 - The Earth Around Us
DOMAIN / CONTENT STANDARD	CT.SS.K.	SOCIAL STUDIES: ME AND MY COMMUNITY
STATE FRAMEWORK	K.2.	DIMENSION 2: APPLYING DISCIPLINARY CONCEPTS AND TOOLS - In Kindergarten, the focus is on the disciplinary concepts and skills students need to understand and apply as they study Me, My Family, and My Community. The focus in Kindergarten is supported

		through an interdisciplinary approach that includes history, civics, economics, and geography. These disciplinary ideas are the lenses students use in their inquiries, and the consistent and coherent application of these lenses in Kindergarten should lead to deep and enduring understanding (C3, p. 29).
GRADE LEVEL EXPECTATION		HISTORY
INDICATOR		Historical Sources and Evidence
INDICATOR	HIST K.4.	Identify different kinds of historical sources. <u>Virtual Field Trips</u> Grade 1 - The Earth Around Us
INDICATOR	HIST K.5.	Explain how historical sources can be used to study the past. <u>Virtual Field Trips</u> Grade 1 - The Earth Around Us
DOMAIN / CONTENT STANDARD	CT.SS.K.	SOCIAL STUDIES: ME AND MY COMMUNITY
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GRADE LEVEL EXPECTATION		HISTORY
INDICATOR		Causation and Argumentation
INDICATOR	HIST K.8.	Generate possible reasons for an event or development in the past. <u>Virtual Field Trips</u> Grade 1 - The Earth Around Us
DOMAIN / CONTENT STANDARD	CT.SS.K.	SOCIAL STUDIES: ME AND MY COMMUNITY
STATE FRAMEWORK	K.2.	DIMENSION 2: APPLYING DISCIPLINARY CONCEPTS AND TOOLS - In Kindergarten, the focus is on the disciplinary concepts and skills students need to understand and apply as they study Me, My Family, and My Community. The focus in Kindergarten is supported through an interdisciplinary approach that includes history, civics, economics, and geography. These disciplinary ideas are the lenses students use in their inquiries, and the consistent and coherent application of these lenses in Kindergarten should lead to deep and enduring understanding (C3, p. 29).
GRADE LEVEL EXPECTATION		CIVICS
INDICATOR		Civic and Political Institutions
INDICATOR	CIV K.2.	Explain how all people, not just official leaders, play an important role in a community. <u>Virtual Field Trips</u> Grade 1 - Families and Neighbors Grade 1 - The Earth Around Us
INDICATOR	CIV K.3.	Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority. <u>Virtual Field Trips</u> Grade 1 - All About Work

DOMAIN / CONTENT STANDARD	CT.SS.K.	SOCIAL STUDIES: ME AND MY COMMUNITY
STATE FRAMEWORK	K.2.	DIMENSION 2: APPLYING DISCIPLINARY CONCEPTS AND TOOLS - In Kindergarten, the focus is on the disciplinary concepts and skills students need to understand and apply as they study Me, My Family, and My Community. The focus in Kindergarten is supported through an interdisciplinary approach that includes history, civics, economics, and geography. These disciplinary ideas are the lenses students use in their inquiries, and the consistent and coherent application of these lenses in Kindergarten should lead to deep and enduring understanding (C3, p. 29).
GRADE LEVEL EXPECTATION		CIVICS
INDICATOR		Processes, Rules, and Laws
INDICATOR	CIV K.9.	Describe how people have tried to improve their communities over time. <u>Virtual Field Trips</u> Grade 1 - All About Work
DOMAIN / CONTENT STANDARD	CT.SS.K.	SOCIAL STUDIES: ME AND MY COMMUNITY
STATE FRAMEWORK	K.2.	DIMENSION 2: APPLYING DISCIPLINARY CONCEPTS AND TOOLS - In Kindergarten, the focus is on the disciplinary concepts and skills students need to understand and apply as they study Me, My Family, and My Community. The focus in Kindergarten is supported through an interdisciplinary approach that includes history, civics, economics, and geography. These disciplinary ideas are the lenses students use in their inquiries, and the consistent and coherent application of these lenses in Kindergarten should lead to deep and enduring understanding (C3, p. 29).
GRADE LEVEL EXPECTATION		GEOGRAPHY
INDICATOR		Human-Environment Interaction: Places, Regions, and Culture
INDICATOR	GEO K.4.	Explain how weather, climate, and other environmental characteristics affect people's lives in places or regions. <u>Virtual Field Trips</u> Grade 1 - The Earth Around Us
DOMAIN / CONTENT STANDARD	CT.SS.K.	SOCIAL STUDIES: ME AND MY COMMUNITY
STATE FRAMEWORK	K.4.	DIMENSION 4: COMMUNICATING CONCLUSIONS AND TAKING INFORMED ACTION - Students should construct and communicate claims for a variety of purposes and audiences. These audiences may range from the school classroom to the larger public community (C3, p. 59-62). It is expected that students in Social Studies: Me and My Community (Kindergarten) will individually and with others:
GRADE LEVEL EXPECTATION	INQ K-2.16.	Identify ways to take action to help address local, regional, and global problems. <u>Virtual Field Trips</u> Grade 1 - All About Work