

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

**Connecticut Core Standards
 Science**

Grade: 1 - Adopted: 2015

DOMAIN / CONTENT STANDARD	NGSS.1-LS.	LIFE SCIENCE
STATE FRAMEWORK	1-LS1.	From Molecules to Organisms: Structures and Processes
GRADE LEVEL EXPECTATION		Students who demonstrate understanding can:
INDICATOR	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. <u>Virtual Field Trips</u> Grade 2 -Land and Water Around Us
DOMAIN / CONTENT STANDARD	NGSS.1-ESS.	EARTH AND SPACE SCIENCE
STATE FRAMEWORK	1-ESS1.	Earth's Place in the Universe
GRADE LEVEL EXPECTATION		Students who demonstrate understanding can:
INDICATOR	1-ESS1-2.	Make observations at different times of year to relate the amount of daylight to the time of year. <u>Virtual Field Trips</u> Grade 1 - The Earth Around Us Grade 2 -Land and Water Around Us

**Connecticut Core Standards
 Social Studies**

Grade: 1 - Adopted: 2015

DOMAIN / CONTENT STANDARD	CT.SS.1.	SOCIAL STUDIES: SOCIETY AND OURSELVES
STATE FRAMEWORK	1.2.	DIMENSION 2: APPLYING DISCIPLINARY CONCEPTS AND TOOLS - In Grade 1, the focus is on the disciplinary concepts and skills students need to understand and apply as they study their place in the world around them. The focus in first grade is supported through an interdisciplinary approach that includes history, civics, economics, and geography. These interdisciplinary ideas are the lenses students use in their inquiries, and the consistent and coherent application of these lenses in Grade 1 should lead to deep and enduring understanding (C3, p. 29).
GRADE LEVEL EXPECTATION		HISTORY
INDICATOR		Change, Continuity and Context
INDICATOR	HIST 1.1.	Compare life in the past to life in the present. <u>Virtual Field Trips</u> Grade 1 - Life Long Ago
INDICATOR	HIST 1.2.	Generate questions about individuals and groups who have shaped a significant historical change. <u>Virtual Field Trips</u>

		Grade 2 - Early Americans Washington, DC - Grades K - 5
DOMAIN / CONTENT STANDARD	CT.SS.1.	SOCIAL STUDIES: SOCIETY AND OURSELVES
STATE FRAMEWORK	1.2.	DIMENSION 2: APPLYING DISCIPLINARY CONCEPTS AND TOOLS - In Grade 1, the focus is on the disciplinary concepts and skills students need to understand and apply as they study their place in the world around them. The focus in first grade is supported through an interdisciplinary approach that includes history, civics, economics, and geography. These interdisciplinary ideas are the lenses students use in their inquiries, and the consistent and coherent application of these lenses in Grade 1 should lead to deep and enduring understanding (C3, p. 29).
GRADE LEVEL EXPECTATION		CIVICS
INDICATOR		Civic and Political Institutions
INDICATOR	CIV 1.1.	Describe roles and responsibilities of people in authority (local/state/national e.g., judge, mayor, governor, police). <u>Virtual Field Trips</u> Grade 2 - Work and Money
INDICATOR	CIV 1.2.	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 Grade 2 - Living Together Grade 2 - Work and Money
INDICATOR	CIV 1.3.	Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority. <u>Virtual Field Trips</u> Grade 2 - Work and Money
DOMAIN / CONTENT STANDARD	CT.SS.1.	SOCIAL STUDIES: SOCIETY AND OURSELVES
STATE FRAMEWORK	1.2.	DIMENSION 2: APPLYING DISCIPLINARY CONCEPTS AND TOOLS - In Grade 1, the focus is on the disciplinary concepts and skills students need to understand and apply as they study their place in the world around them. The focus in first grade is supported through an interdisciplinary approach that includes history, civics, economics, and geography. These interdisciplinary ideas are the lenses students use in their inquiries, and the consistent and coherent application of these lenses in Grade 1 should lead to deep and enduring understanding (C3, p. 29).
GRADE LEVEL EXPECTATION		CIVICS
INDICATOR		Processes, Rules, and Laws
INDICATOR	CIV 1.9.	Describe how people have tried to improve their communities over time. <u>Virtual Field Trips</u> Grade 1 - All About Work Grade 2 - Work and Money
DOMAIN / CONTENT STANDARD	CT.SS.1.	SOCIAL STUDIES: SOCIETY AND OURSELVES
STATE FRAMEWORK	1.2.	DIMENSION 2: APPLYING DISCIPLINARY CONCEPTS AND TOOLS - In Grade 1, the focus is on the disciplinary concepts and skills students need to understand and apply as they study their place in the world around them. The focus in first grade is supported

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GRADE LEVEL EXPECTATION		ECONOMICS
INDICATOR		Economic Decision-Making
INDICATOR	ECO 1.1.	Explain how scarcity necessitates decision-making. <u>Virtual Field Trips</u> Grade 2 - Work and Money
DOMAIN / CONTENT STANDARD	CT.SS.1.	SOCIAL STUDIES: SOCIETY AND OURSELVES
STATE FRAMEWORK	1.2.	DIMENSION 2: APPLYING DISCIPLINARY CONCEPTS AND TOOLS - In Grade 1, the focus is on the disciplinary concepts and skills students need to understand and apply as they study their place in the world around them. The focus in first grade is supported through an interdisciplinary approach that includes history, civics, economics, and geography. These interdisciplinary ideas are the lenses students use in their inquiries, and the consistent and coherent application of these lenses in Grade 1 should lead to deep and enduring understanding (C3, p. 29).
GRADE LEVEL EXPECTATION		ECONOMICS
INDICATOR		Exchange and Markets
INDICATOR	ECO 1.3.	Describe the goods and services that people in the local community produce and those that are produced in other communities. <u>Virtual Field Trips</u> Grade 1 - All About Work Grade 2 - Work and Money
INDICATOR	ECO 1.4.	Explain how people earn income. <u>Virtual Field Trips</u> Grade 1 - All About Work Grade 2 - Work and Money
DOMAIN / CONTENT STANDARD	CT.SS.1.	SOCIAL STUDIES: SOCIETY AND OURSELVES
STATE FRAMEWORK	1.2.	DIMENSION 2: APPLYING DISCIPLINARY CONCEPTS AND TOOLS - In Grade 1, the focus is on the disciplinary concepts and skills students need to understand and apply as they study their place in the world around them. The focus in first grade is supported through an interdisciplinary approach that includes history, civics, economics, and geography. These interdisciplinary ideas are the lenses students use in their inquiries, and the consistent and coherent application of these lenses in Grade 1 should lead to deep and enduring understanding (C3, p. 29).
GRADE LEVEL EXPECTATION		GEOGRAPHY
INDICATOR		Geographic Representations: Spatial Views of the World
INDICATOR	GEO 1.2.	Use maps, graphs, photographs and other representations to describe places and the relationships and interactions that shape them. <u>Virtual Field Trips</u> Grade 2 -Land and Water Around Us
INDICATOR	GEO 1.3.	Use maps, globes, and other simple geographic models to identify cultural and environmental characteristics of places.

		<u>Virtual Field Trips</u> Grade 2 -Land and Water Around Us
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STATE FRAMEWORK	1.2.	DIMENSION 2: APPLYING DISCIPLINARY CONCEPTS AND TOOLS - In Grade 1, the focus is on the disciplinary concepts and skills students need to understand and apply as they study their place in the world around them. The focus in first grade is supported through an interdisciplinary approach that includes history, civics, economics, and geography. These interdisciplinary ideas are the lenses students use in their inquiries, and the consistent and coherent application of these lenses in Grade 1 should lead to deep and enduring understanding (C3, p. 29).
GRADE LEVEL EXPECTATION		GEOGRAPHY
INDICATOR		Human-Environment Interaction: Places, Regions, and Culture
INDICATOR	GEO 1.4.	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 Grade 2 -Land and Water Around Us
DOMAIN / CONTENT STANDARD	CT.SS.1.	SOCIAL STUDIES: SOCIETY AND OURSELVES
STATE FRAMEWORK	1.4.	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: Society and Ourselves (Grade 1) will individually and with others:
GRADE LEVEL EXPECTATION	INQ K-2.15.	Identify and explain a range of local, regional, and global problems, and some ways in which people are trying to address these problems. <u>Virtual Field Trips</u> Grade 1 - All About Work Grade 2 - Work and Money
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 Grade 2 - Work and Money