

**Main Criteria:** Rhode Island World-Class Standards

**Secondary Criteria:** Virtual Field Trips

**Subjects:** Science, Social Studies

**Grade:** K

**Correlation Options:** Show Correlated

**Rhode Island World-Class Standards**

**Science**

Grade: K - Adopted: 2006

<b>DOMAIN</b>	<b>RI.ESS1.</b>	<b>Earth and Space Science: The earth and earth materials as we know them today have developed over long periods of time, through continual change processes.</b>
<b>STATEMENT OF ENDURING KNOWLEDGE</b>	<b>ESS1 (K-4) INQ+SAE-4.</b>	<b>Explain how wind, water, or ice shape and reshape the earth.</b>
<b>GSE STEM</b>	<b>ESS1 (K-2)-4.</b>	<b>Students demonstrate an understanding of processes and change over time within earth systems by...</b>
<b>SPECIFIC INDICATOR</b>	<b>4a.</b>	<b>Observing and recording seasonal and weather changes throughout the school year.</b>  <b><u>Virtual Field Trips</u></b> <b>Grade 1 - The Earth Around Us</b>

**Rhode Island World-Class Standards**

**Social Studies**

Grade: K - Adopted: 2012

<b>DOMAIN</b>	<b>RI.C&amp;G.</b>	<b>Civics &amp; Government</b>
<b>STATEMENT OF ENDURING KNOWLEDGE</b>	<b>C&amp;G 2.</b>	<b>The Constitution of the United States establishes a government of limited powers that are shared among different levels and branches.</b>
<b>GSE STEM</b>	<b>C&amp;G 2 (K-2)-2.</b>	<b>Students demonstrate an understanding of the democratic values and principles underlying the U.S. government by...</b>
<b>SPECIFIC INDICATOR</b>	<b>C&amp;G 2 (K-2)-2.a.</b>	<b>Identifying symbols and national holidays used to depict Americans' shared democratic values, principles, and beliefs (e.g., American flag, Pledge of Allegiance, Presidents' Day, Independence Day).</b>  <b><u>Virtual Field Trips</u></b> <b>Grade 1 - Let's Learn About the Government</b> <b>Grade 1 - Life Long Ago</b> <b>Washington, DC - Grades K - 5</b>
<b>SPECIFIC INDICATOR</b>	<b>C&amp;G 2 (K-2)-2.b.</b>	<b>Using a variety of sources (e.g., trade books, picture books, songs, artwork) to illustrate the basic values and principles of democracy (e.g., Statue of Liberty represents freedom, Independent Man on State House represents individual rights, Grand Old Flag represents national unity, This Land is Your Land represents respect for diversity).</b>  <b><u>Virtual Field Trips</u></b> <b>Grade 1 - Let's Learn About the Government</b>
<b>DOMAIN</b>	<b>RI.C&amp;G.</b>	<b>Civics &amp; Government</b>
<b>STATEMENT OF ENDURING KNOWLEDGE</b>	<b>C&amp;G 4.</b>	<b>People engage in political processes in a variety of ways.</b>
<b>GSE STEM</b>	<b>C&amp;G 4 (K-2)-1.</b>	<b>Students demonstrate an understanding of political systems and political processes by...</b>
<b>SPECIFIC INDICATOR</b>	<b>C&amp;G 4 (K-2)-1.a.</b>	<b>Identifying forms of civic participation (e.g., voting, conducting a survey).</b>

		<u>Virtual Field Trips</u> Grade 1 - Let's Learn About the Government
<b>DOMAIN</b>	RI.C&G.	Civics & Government
<b>STATEMENT OF ENDURING KNOWLEDGE</b>	C&G 4.	People engage in political processes in a variety of ways.
<b>GSE STEM</b>	C&G 4 (K-2)-2.	Students demonstrate their participation in political processes by...
<b>SPECIFIC INDICATOR</b>	C&G 4 (K-2)-2.a.	Experiencing a variety of forms of participation (e.g., voting, conducting a survey, writing a class letter about an issue of concern).  <u>Virtual Field Trips</u> Grade 1 - Let's Learn About the Government
<b>DOMAIN</b>	RI.C&G.	Civics & Government
<b>STATEMENT OF ENDURING KNOWLEDGE</b>	C&G 4.	People engage in political processes in a variety of ways.
<b>GSE STEM</b>	C&G 4 (K-2)-3.	Students participate in a civil society by...
<b>SPECIFIC INDICATOR</b>	C&G 4 (K-2)-3.a.	Identifying problems, planning and implementing solutions in the classroom, school, and community (e.g., problem of litter/solutions -each picks up one piece of trash, recycle, plan a clean-up day, etc.).  <u>Virtual Field Trips</u> Grade 1 - All About Work
<b>DOMAIN</b>	RI.HP.	Historical Perspectives/Rhode Island History
<b>STATEMENT OF ENDURING KNOWLEDGE</b>	HP 2.	History is a chronicle of human activities, diverse people, and the societies they form.
<b>GSE STEM</b>	HP 2 (K-2)-1.	Students connect the past with the present by...
<b>SPECIFIC INDICATOR</b>	HP 2 (K-2)-1.a.	Recognizing the origin, name, or significance of local geographic and human-made features (e.g., school, street, park, city, river, monuments).  <u>Virtual Field Trips</u> Grade 1 - Families and Neighbors Grade 1 - The Earth Around Us
<b>DOMAIN</b>	RI.HP.	Historical Perspectives/Rhode Island History
<b>STATEMENT OF ENDURING KNOWLEDGE</b>	HP 2.	History is a chronicle of human activities, diverse people, and the societies they form.
<b>GSE STEM</b>	HP 2 (K-2)-2.	Students chronicle events and conditions by...
<b>SPECIFIC INDICATOR</b>	HP 2 (K-2)-2.a.	Describing, defining, and illustrating a sequence of events from personal, classroom, school, or community life (e.g., timeline or self-made informational text showing key events).  <u>Virtual Field Trips</u> Grade 1 - The Earth Around Us
<b>DOMAIN</b>	RI.HP.	Historical Perspectives/Rhode Island History
<b>STATEMENT OF ENDURING KNOWLEDGE</b>	HP 2.	History is a chronicle of human activities, diverse people, and the societies they form.
<b>GSE STEM</b>	HP 2 (K-2)-3.	Students show understanding of change over time by...
<b>SPECIFIC INDICATOR</b>	HP 2 (K-2)-3.a.	Exploring and describing similarities and differences in objects, artifacts, and technologies from the past and present (e.g., transportation, communication, school and home life).  <u>Virtual Field Trips</u> Grade 1 - The Earth Around Us
<b>DOMAIN</b>	RI.HP.	Historical Perspectives/Rhode Island History
<b>STATEMENT OF ENDURING KNOWLEDGE</b>	HP 3.	The study of history helps us understand the present and shape the future.

GSE STEM	HP 3 (K-2)-1.	Students demonstrate an understanding of how the past frames the present by...
SPECIFIC INDICATOR	HP 3 (K-2)-1.a.	Identifying how events and people shape family and school life (e.g., How would your life change if you moved to another place? What would happen if your school closed? What would happen if there were no school buses?).  <u>Virtual Field Trips</u> Grade 1 - Families and Neighbors
DOMAIN	RI.HP.	Historical Perspectives/Rhode Island History
STATEMENT OF ENDURING KNOWLEDGE	HP 5.	Human societies and cultures develop and change in response to human needs and wants.
GSE STEM	HP 5 (K-2)-1.	Students demonstrate an understanding that a variety of factors affect cultural diversity within a society by...
SPECIFIC INDICATOR	HP 5 (K-2)-1.a.	Recognizing cultural differences and similarities between individuals, groups, or communities (e.g., customs, beliefs, language, religious faiths).  <u>Virtual Field Trips</u> Jerusalem - Then and Now (Younger Grades)
DOMAIN	RI.HP.	Historical Perspectives/Rhode Island History
STATEMENT OF ENDURING KNOWLEDGE	HP 5.	Human societies and cultures develop and change in response to human needs and wants.
GSE STEM	HP 5 (K-2)-2.	Students demonstrate an understanding that culture has affected how people in a society behave in relation to groups and their environment by...
SPECIFIC INDICATOR	HP 5 (K-2)-2.b.	Identifying different cultures present in the local community.  <u>Virtual Field Trips</u> Grade 1 - The Earth Around Us
DOMAIN	RI.G.	Geography
STATEMENT OF ENDURING KNOWLEDGE	G 1.	The World in Spatial Terms: Understanding and interpreting the organization of people, places, and environments on Earth's surface provides an understanding of the world in spatial terms.
GSE STEM	G 1 (K-2)-1.	Students understand maps, globes, and other geographic tools and technologies by...
SPECIFIC INDICATOR	G 1 (K-2)-1.c.	Organizing information about people places and environments in a spatial context (e.g., the school is next to a store; a student's house is across the street from the park).  <u>Virtual Field Trips</u> Grade 1 - Families and Neighbors Grade 1 - The Earth Around Us
DOMAIN	RI.G.	Geography
STATEMENT OF ENDURING KNOWLEDGE	G 2.	Places and Regions: Physical and human characteristics (e.g., culture, experiences, etc.) influence places and regions.
GSE STEM	G 2 (K-2)-1.	Students understand the physical and human characteristics of places by...
SPECIFIC INDICATOR	G 2 (K-2)-1.a.	Identifying and describing natural/physical features (e.g., river, mountains, oceans, weather, climate).  <u>Virtual Field Trips</u> Grade 1 - The Earth Around Us Paris - City of Light - Grades K - 5
DOMAIN	RI.G.	Geography
STATEMENT OF ENDURING KNOWLEDGE	G 2.	Places and Regions: Physical and human characteristics (e.g., culture, experiences, etc.) influence places and regions.
GSE STEM	G 2 (K-2)-2.	Students distinguish between regions and places by...

SPECIFIC INDICATOR	G 2 (K-2)-2.a.	Identifying natural/physical features of different places and regions.  <u>Virtual Field Trips</u> Grade 1 - The Earth Around Us Paris - City of Light - Grades K - 5
DOMAIN	RI.G.	Geography
STATEMENT OF ENDURING KNOWLEDGE	G 2.	Places and Regions: Physical and human characteristics (e.g., culture, experiences, etc.) influence places and regions.
GSE STEM	G 2 (K-2)-4.	Students understand how geography contributes to how regions are defined / identified by...
SPECIFIC INDICATOR	G 2 (K-2)-4.b.	Identifying natural physical boundaries of places (e.g., rivers, mountains).  <u>Virtual Field Trips</u> Grade 1 - The Earth Around Us Paris - City of Light - Grades K - 5
DOMAIN	RI.G.	Geography
STATEMENT OF ENDURING KNOWLEDGE	G 3.	Human Systems: (Movement) Human systems and human movement affect and are affected by distribution of populations and resources, relationships (cooperation and conflict), and culture.
GSE STEM	G 3 (K-2)-2.	Students understand the interrelationships of geography with resources by...
SPECIFIC INDICATOR	G 3 (K-2)-2.a.	Identifying geographic origins of specific resources (e.g., fish from sea, wheat from plains).  <u>Virtual Field Trips</u> Grade 1 - The Earth Around Us
DOMAIN	RI.G.	Geography
STATEMENT OF ENDURING KNOWLEDGE	G 3.	Human Systems: (Movement) Human systems and human movement affect and are affected by distribution of populations and resources, relationships (cooperation and conflict), and culture.
GSE STEM	G 3 (K-2)-3.	Students understand how geography influences human settlement, cooperation or conflict by...
SPECIFIC INDICATOR	G 3 (K-2)-3.b.	Describing how people who live near each other sometimes help each other (e.g., sharing set of markers among a desk cluster).  <u>Virtual Field Trips</u> Grade 1 - Families and Neighbors Grade 1 - The Earth Around Us
DOMAIN	RI.G.	Geography
STATEMENT OF ENDURING KNOWLEDGE	G 4.	Environment and Society: Patterns emerge as humans settle, modify, and interact on Earth's surface to limit or promote human activities.
GSE STEM	G 4 (K-2)-1.	Students explain how humans depend on their environment by...
SPECIFIC INDICATOR	G 4 (K-2)-1.a.	Identifying basic environmental resources needed in daily life (e.g., water, air, food).  <u>Virtual Field Trips</u> Grade 1 - The Earth Around Us
DOMAIN	RI.E.	Economics
STATEMENT OF ENDURING KNOWLEDGE	E 1.	Individuals and societies make choices to address the challenges and opportunities of scarcity and abundance.
GSE STEM	E 1 (K-2)-1.	Students demonstrate an understanding of basic economic concepts by...
SPECIFIC INDICATOR	E 1 (K-2)-1.a.	Identifying human, natural, and capital resources.  <u>Virtual Field Trips</u> Grade 1 - The Earth Around Us

SPECIFIC INDICATOR	E 1 (K-2)-1.c.	Identifying positive and negative economic incentives that affect behavior and choice that best satisfies an economic want.  <u>Virtual Field Trips</u> Grade 1 - All About Work
DOMAIN	RI.E.	Economics
STATEMENT OF ENDURING KNOWLEDGE	E 1.	Individuals and societies make choices to address the challenges and opportunities of scarcity and abundance.
GSE STEM	E 1 (K-2)-2.	Students demonstrate an understanding that scarcity and abundance causes individuals to make economic choices by...
SPECIFIC INDICATOR	E 1 (K-2)-2.a.	Recognizing and discussing the differences between basic wants and needs.  <u>Virtual Field Trips</u> Grade 1 - All About Work
DOMAIN	RI.E.	Economics
STATEMENT OF ENDURING KNOWLEDGE	E 2.	Producers and consumers locally, nationally, and internationally engage in the exchange of goods and services.
GSE STEM	E 2 (K-2)-1.	Students demonstrate an understanding of the variety of ways producers and consumers exchange goods and services by...
SPECIFIC INDICATOR	E 2 (K-2)-1.a.	Identifying the ways in which people exchange goods and services (e.g., barter, money, commodity money).  <u>Virtual Field Trips</u> Grade 1 - All About Work
SPECIFIC INDICATOR	E 2 (K-2)-1.c.	Describing how people can earn income by exchanging the use of their labor (physical or mental work) for wages or salaries.  <u>Virtual Field Trips</u> Grade 1 - All About Work
DOMAIN	RI.E.	Economics
STATEMENT OF ENDURING KNOWLEDGE	E 3.	Individuals, institutions and governments have roles in economic systems.
GSE STEM	E 3 (K-2)-1.	Students demonstrate an understanding of the interdependence created by economic decisions by...
SPECIFIC INDICATOR	E 3 (K-2)-1.b.	Recognizing the purposes of money and how it can be used (e.g., personal savings, personal spending).  <u>Virtual Field Trips</u> Grade 1 - All About Work