

Main Criteria: New Jersey Student Learning Standards

Secondary Criteria: Virtual Field Trips Subjects:

Science, Social Studies

Grade: K

Correlation Options: Show Correlated

New Jersey Student Learning Standards

Science

Grade: K - Adopted: 2020/Effective 2021

CONTENT AREA / STANDARD	K-ESS.	Earth and Space Science
STRAND	K-ESS2:	Earth Systems

CONTENT STATEMENT K-ESS2-1. Use and share observations of local weather conditions to describe patterns over time.

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Grade 1 - The Earth Around Us

CONTENT STATEMENT K-ESS2-2. Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs.

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Grade 1 - Life Long Ago

Grade 1 - The Earth Around Us

CONTENT AREA / STANDARD	K-ESS.	Earth and Space Science
STRAND	K-ESS3:	Earth and Human Activity

CONTENT STATEMENT K-ESS3-3. Communicate solutions that will reduce the impact of climate change and humans on the land, water, air, and/or other living things in the local environment.

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New Jersey Student Learning Standards

Social Studies

Grade: K - Adopted: 2020/Implement 2021

CONTENT AREA / STANDARD		Social Studies Practices
STRAND		Taking Informed Action

CONTENT STATEMENT After thoroughly investigating questions, taking informed action means building consensus about possible actions and planning strategically to implement change. Democracy requires citizens to practice discussion, negotiation, coalition-seeking, and peaceful conflict resolution. When appropriate, taking informed action involves creating and/or implementing action plans designed to solve problems and create positive change.

Virtual Field Trips

Grade 1 - All About Work

CONTENT AREA / STANDARD	6.1.	U.S. History: America in the World by the End of Grade 2
STRAND		Civics, Government, and Human Rights: Civics and Political Institutions

CONTENT STATEMENT		Core Idea
CUMULATIVE PROGRESS INDICATOR		Rules for all to live by are a result of the actions of government, organizations, and individuals.

INDICATOR 6.1.2.CivicsPI.3: Explain how individuals work with different levels of government to make rules.

[Virtual Field Trips](#)

Grade 1 - Let's Learn About the Government

CONTENT AREA / STANDARD	6.1.	U.S. History: America in the World by the End of Grade 2
STRAND		Civics, Government, and Human Rights: Civics and Political Institutions
CONTENT STATEMENT		Core Idea
CUMULATIVE PROGRESS INDICATOR		The actions of individuals and government affect decisions made for the common good.

INDICATOR 6.1.2.CivicsPI.4: Explain how all people, not just official leaders, play important roles in a community.

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Grade 1 - All About Work

Grade 1 - Families and Neighbors

Grade 1 - The Earth Around Us

INDICATOR 6.1.2.CivicsPI.5: Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.

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Grade 1 - Families and Neighbors

Grade 1 - The Earth Around Us

INDICATOR 6.1.2.CivicsPI.6: Explain what government is and its function.

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Grade 1 - Let's Learn About the Government

CONTENT AREA / STANDARD	6.1.	U.S. History: America in the World by the End of Grade 2
STRAND		Civics, Government, and Human Rights: Participation and Deliberation
CONTENT STATEMENT		Core Idea
CUMULATIVE PROGRESS INDICATOR		When all members of the group are given the opportunity to participate in the decision-making process everyone's voice is heard.

INDICATOR 6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.

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Grade 1 - Let's Learn About the Government

CONTENT AREA / STANDARD	6.1.	U.S. History: America in the World by the End of Grade 2
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STRAND		Civics, Government, and Human Rights: Democratic Principles
CONTENT STATEMENT		Core Idea
CUMULATIVE PROGRESS INDICATOR		The democratic principles this country was founded upon guide the actions of local, state and national government (e.g., authority, rights, responsibility, fairness, privacy, freedom to make choices).

INDICATOR 6.1.2.CivicsDP.1: Explain how national symbols reflect on American values and principles.

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Grade 1 - Let's Learn About the Government

Grade 1 - Life Long Ago

Washington, DC - Grades K - 5

INDICATOR 6.1.2.CivicsDP.3: Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity.

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Grade 1 - Families and Neighbors

Grade 1 - Let's Learn About the Government

Grade 1 - Life Long Ago

Washington, DC - Grades K - 5

CONTENT AREA / STANDARD	6.1.	U.S. History: America in the World by the End of Grade 2
STRAND		Civics, Government, and Human Rights: Processes and Rules
CONTENT STATEMENT		Core Idea
CUMULATIVE PROGRESS INDICATOR		Rules and people who have authority are necessary to keep everyone safe, resolve conflicts and treat people fairly.

INDICATOR 6.1.2.CivicsPR.1: Determine what makes a good rule or law.

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Grade 1 - Let's Learn About the Government

INDICATOR 6.1.2.CivicsPR.2: Cite evidence that explains why rules and laws are necessary at home, in schools, and in communities.

Virtual Field Trips

Grade 1 - Let's Learn About the Government

CONTENT AREA / STANDARD	6.1.	U.S. History: America in the World by the End of Grade 2
STRAND		Civics, Government, and Human Rights: Processes and Rules
CONTENT STATEMENT		Core Idea
CUMULATIVE PROGRESS INDICATOR		Processes and rules should be fair, consistent, and respectful of the human rights of all people.

INDICATOR 6.1.2.CivicsPR.4: Explain why teachers, local community leaders, and other adults have a responsibility to make rules that fair, consistent, and respectful of individual rights.

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Grade 1 - Let's Learn About the Government

CONTENT AREA / STANDARD	6.1.	U.S. History: America in the World by the End of Grade 2
STRAND		Civics, Government, and Human Rights: Civic Mindedness
CONTENT STATEMENT		Core Idea
CUMULATIVE PROGRESS INDICATOR		Certain character traits can help individuals become productive members of their community.

INDICATOR 6.1.2.CivicsCM.1: Describe why it is important that individuals assume personal and civic responsibilities in a democratic society.

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INDICATOR 6.1.2.CivicsCM.2: Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence).

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Grade 1 - All About Work

Grade 1 - Let's Learn About the Government

CONTENT AREA / STANDARD	6.1.	U.S. History: America in the World by the End of Grade 2
STRAND		Geography, People, and the Environment: Human Population Patterns
CONTENT STATEMENT		Core Idea
CUMULATIVE PROGRESS INDICATOR		Physical and human characteristics affect where people live (settle).

INDICATOR 6.1.2.GeographyPP.1: Explain the different physical and human characteristics that might make a location a good place to live (e.g., landforms, climate and weather, resource availability).

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Grade 1 - The Earth Around Us

Paris - City of Light - Grades K - 5

CONTENT AREA / STANDARD	6.1.	U.S. History: America in the World by the End of Grade 2
STRAND		Geography, People, and the Environment: Human Environment Interaction
CONTENT STATEMENT		Core Idea
CUMULATIVE PROGRESS INDICATOR		Environmental characteristics influence the how and where people live.

INDICATOR 6.1.2.GeographyHE.1: Explain how seasonal weather changes, climate, and other environmental characteristics affect people's lives in a place or region.

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Grade 1 - The Earth Around Us

INDICATOR	6.1.2.Ge o.HE.3:	Identify cultural and environmental characteristics of different regions in New Jersey and the United States. Virtual Field Trips Washington, DC - Grades K - 5
CONTENT AREA / STANDARD	6.1.	U.S. History: America in the World by the End of Grade 2
STRAND		Economics, Innovation, and Technology: Economic Ways of Thinking
CONTENT STATEMENT		Core Idea
CUMULATIVE PROGRESS INDICATOR		Individuals make decisions based on their needs, wants, and the availability of resources.
INDICATOR	6.1.2.Eco nET.1:	Explain the difference between needs and wants. Virtual Field Trips Grade 1 - All About Work
CONTENT AREA / STANDARD	6.1.	U.S. History: America in the World by the End of Grade 2
STRAND		Economics, Innovation, and Technology: Economic Ways of Thinking
CONTENT STATEMENT		Core Idea
CUMULATIVE PROGRESS INDICATOR		Economic decisions made by individuals and governments should be informed by an effective decision-making process (e.g., saving, spending, acquiring debt, investing).
INDICATOR	6.1.2.Eco nET.4:	Explain the impact that decisions about savings, debt, and investment can have on individuals' lives. Virtual Field Trips Grade 1 - All About Work
CONTENT AREA / STANDARD	6.1.	U.S. History: America in the World by the End of Grade 2
STRAND		Economics, Innovation, and Technology: Exchange and Markets
CONTENT STATEMENT		Core Idea
CUMULATIVE PROGRESS INDICATOR		Goods and services are produced and exchanged in multiple ways.
INDICATOR	6.1.2.Eco nEM.2:	Describe the goods and services that individuals and businesses in the local community produce and those that are produced in other communities. Virtual Field Trips Grade 1 - All About Work
INDICATOR	6.1.2.Eco nEM.3:	Identify the ways in which people exchange(d) goods and services today, and in the past (e.g., purchase, borrow, barter). Virtual Field Trips Grade 1 - All About Work

CONTENT AREA / STANDARD	6.1.	U.S. History: America in the World by the End of Grade 2
STRAND		History, Culture, and Perspectives: Continuity and Change
CONTENT STATEMENT		Core Idea
CUMULATIVE PROGRESS INDICATOR		Historical timelines put events in chronological order to help people understand the past.

INDICATOR 6.1.2.HistoryCC.1: Use multiple sources to create a chronological sequence of events that describes how and why your community has changed over time.

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CONTENT AREA / STANDARD	6.1.	U.S. History: America in the World by the End of Grade 2
STRAND		History, Culture, and Perspectives: Continuity and Change
CONTENT STATEMENT		Core Idea
CUMULATIVE PROGRESS INDICATOR		Understanding the past helps to make sense of the present.

INDICATOR 6.1.2.HistoryCC.3: Make inferences about how past events, individuals, and innovations affect our current lives.

[Virtual Field Trips](#)

Washington, DC - Grades K - 5

CONTENT AREA / STANDARD	6.1.	U.S. History: America in the World by the End of Grade 2
STRAND		History, Culture, and Perspectives: Historical Sourcing and Evidence
CONTENT STATEMENT		Core Idea
CUMULATIVE PROGRESS INDICATOR		Historians analyze accounts of history through a variety of sources, including differing accounts of the same event.

INDICATOR 6.1.2.HistorySE.3: Use historical data from a variety of sources to investigate the development of a local community (e.g., origins of its name, originating members, important historical events and places).

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Grade 1 - The Earth Around Us

CONTENT AREA / STANDARD	6.1.	U.S. History: America in the World by the End of Grade 2
STRAND		History, Culture, and Perspectives: Claims and Argumentation
CONTENT STATEMENT		Core Idea
CUMULATIVE PROGRESS INDICATOR		Historians create arguments outlining ideas or explanations based on evidence.

INDICATOR	6.1.2.HistoryCA.1:	Make an evidence-based argument how and why communities change over time (e.g., locally, nationally, globally).
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CONTENT AREA / STANDARD	6.3.	Active Citizenship in the 21st Century by the End of Grade 2
STRAND		Civics, Government and Human Rights: Participation and Deliberation
CONTENT STATEMENT		Core Idea
CUMULATIVE PROGRESS INDICATOR		When all members of the group are given the opportunity to participate in the decision-making process, everyone's voice is heard.
INDICATOR	6.3.2.CivicsPD.1:	With adult guidance and support, bring awareness of a local issue to school and/or community members and make recommendations for change.
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