

**Main Criteria:** Rhode Island World-Class Standards  
**Secondary Criteria: Virtual Field Trips Subjects:**  
 Science, Social Studies  
**Grade: 1**  
**Correlation Options:** Show Correlated

**Rhode Island World-Class Standards**  
**Science**  
 Grade: 1 - Adopted: 2013

| DOMAIN                          | NGSS.1-LS. | LIFE SCIENCE                                          |
|---------------------------------|------------|-------------------------------------------------------|
| STATEMENT OF ENDURING KNOWLEDGE | 1-LS1.     | From Molecules to Organisms: Structures and Processes |
| GSE STEM                        |            | Students who demonstrate understanding can:           |

SPECIFIC 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.

**Virtual Field Trips**  
 Grade 2 - Land and Water Around Us

| DOMAIN                          | NGSS.1-ESS. | EARTH AND SPACE SCIENCE                     |
|---------------------------------|-------------|---------------------------------------------|
| STATEMENT OF ENDURING KNOWLEDGE | 1-ESS1.     | Earth's Place in the Universe               |
| GSE STEM                        |             | Students who demonstrate understanding can: |

SPECIFIC INDICATOR 1-ESS1-2. Make observations at different times of year to relate the amount of daylight to the time of year.

**Virtual Field Trips**  
 Grade 1 - The Earth Around Us  
 Grade 2 - Land and Water Around Us

**Rhode Island World-Class Standards**  
**Social Studies**  
 Grade: 1 - Adopted: 2012

| DOMAIN                          | RI.C&G.        | Civics & Government                                                                                          |
|---------------------------------|----------------|--------------------------------------------------------------------------------------------------------------|
| STATEMENT OF ENDURING KNOWLEDGE | C&G 1.         | People create and change structures of power, authority, and governance in order to accomplish common goals. |
| GSE STEM                        | C&G 1 (K-2)-1. | Students demonstrate an understanding of origins, forms, and purposes of government by...                    |

SPECIFIC INDICATOR C&G 1 (K-2)-1.c. Exploring examples of services (e.g., post office, police, fire, garbage collection) provided in their own community.

**Virtual Field Trips**  
 Grade 2 - Work and Money

| DOMAIN                          | RI.C&G.        | Civics & Government                                                                                                   |
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| STATEMENT OF ENDURING KNOWLEDGE | C&G 1.         | People create and change structures of power, authority, and governance in order to accomplish common goals.          |
| GSE STEM                        | C&G 1 (K-2)-2. | Students demonstrate an understanding of sources of authority and use of power, and how they are/can be changed by... |

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| SPECIFIC INDICATOR              | C&G 1 (K-2)-2.a. | Identifying authority figures who make, apply, and enforce rules (e.g., family, school, police, firefighters, etc.) and how these people help to meet the needs of the common good.<br><br><u>Virtual Field Trips</u><br>Grade 2 - Living Together<br>Grade 2 - Work and Money |
| DOMAIN                          | RI.C&G.          | Civics & Government                                                                                                                                                                                                                                                            |
| STATEMENT OF ENDURING KNOWLEDGE | C&G 2.           | The Constitution of the United States establishes a government of limited powers that are shared among different levels and branches.                                                                                                                                          |
| GSE STEM                        | C&G 2 (K-2)-1.   | Students demonstrate an understanding of United States government (local, state, national) by...                                                                                                                                                                               |

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| SPECIFIC INDICATOR              | C&G 2 (K-2)-1.a. | Identifying elected leadership titles/basic role at different levels of government (e.g., mayor is the leader of a city, governor is the leader of the state, president is the leader of the country).<br><br><u>Virtual Field Trips</u><br>Grade 1 - Let's Learn About the Government |
| DOMAIN                          | RI.C&G.          | Civics & Government                                                                                                                                                                                                                                                                    |
| STATEMENT OF ENDURING KNOWLEDGE | C&G 2.           | The Constitution of the United States establishes a government of limited powers that are shared among different levels and branches.                                                                                                                                                  |
| GSE STEM                        | C&G 2 (K-2)-2.   | Students demonstrate an understanding of the democratic values and principles underlying the U.S. government by...                                                                                                                                                                     |

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| SPECIFIC INDICATOR | C&G 2 (K-2)-2.a. | 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).<br><br><u>Virtual Field Trips</u><br>Grade 1 - Let's Learn About the Government<br>Grade 1 - Life Long Ago<br>Grade 2 - Our Government At Work<br>Washington, DC - Grades K - 5 |
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| SPECIFIC INDICATOR | C&G 2 (K-2)-2.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).<br><br><u>Virtual Field Trips</u><br>Grade 1 - Let's Learn About the Government<br>Grade 2 - Our Government At Work |
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| DOMAIN                          | RI.C&G.        | Civics & Government                                                                      |
| STATEMENT OF ENDURING KNOWLEDGE | C&G 4.         | People engage in political processes in a variety of ways.                               |
| GSE STEM                        | C&G 4 (K-2)-1. | Students demonstrate an understanding of political systems and political processes by... |

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| SPECIFIC INDICATOR | C&G 4 (K-2)-1.a. | Identifying forms of civic participation (e.g., voting, conducting a survey).<br><br><u>Virtual Field Trips</u><br>Grade 1 - Let's Learn About the Government<br>Grade 2 - Our Government At Work |
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| DOMAIN                          | RI.C&G.        | Civics & Government                                                   |
| STATEMENT OF ENDURING KNOWLEDGE | C&G 4.         | People engage in political processes in a variety of ways.            |
| GSE STEM                        | C&G 4 (K-2)-2. | Students demonstrate their participation in political processes by... |

SPECIFIC INDICATOR 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).

**Virtual Field Trips**

Grade 1 - Let's Learn About the Government

Grade 2 - Our Government At Work

|                                 |                |                                                            |
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| DOMAIN                          | RI.C&G.        | Civics & Government                                        |
| STATEMENT OF ENDURING KNOWLEDGE | C&G 4.         | People engage in political processes in a variety of ways. |
| GSE STEM                        | C&G 4 (K-2)-3. | Students participate in a civil society by...              |

SPECIFIC INDICATOR 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.).

**Virtual Field Trips**

Grade 1 - All About Work

Grade 2 - Work and Money

|                                 |                |                                                                                                                       |
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| DOMAIN                          | RI.C&G.        | Civics & Government                                                                                                   |
| STATEMENT OF ENDURING KNOWLEDGE | C&G 5.         | As members of an interconnected world community, the choices we make impact others locally, nationally, and globally. |
| GSE STEM                        | C&G 5 (K-2)-1. | Students demonstrate an understanding of the many ways earth's people are interconnected by...                        |

SPECIFIC INDICATOR C&G 5 (K-2)-1.a. Exploring and discussing ways we interact with others around the world (e.g., food, clothing, transportation, tourism, news).

**Virtual Field Trips**

Grade 2 - Work and Money

|                                 |                |                                                                                                                       |
|---------------------------------|----------------|-----------------------------------------------------------------------------------------------------------------------|
| DOMAIN                          | RI.C&G.        | Civics & Government                                                                                                   |
| STATEMENT OF ENDURING KNOWLEDGE | C&G 5.         | As members of an interconnected world community, the choices we make impact others locally, nationally, and globally. |
| GSE STEM                        | C&G 5 (K-2)-2. | Students demonstrate an understanding of the benefits and challenges of an interconnected world by...                 |

SPECIFIC INDICATOR C&G 5 (K-2)-2.a. Using a variety of print and non-print sources to explore other people and places.

**Virtual Field Trips**

Grade 1 - Families and Neighbors

Grade 2 - Living Together

|        |        |                                              |
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| DOMAIN | RI.HP. | Historical Perspectives/Rhode Island History |
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|----------------------------------------|----------------------|-------------------------------------------------------------------------------------------------|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> | <b>HP 2.</b>         | <b>History is a chronicle of human activities, diverse people, and the societies they form.</b> |
| <b>GSE STEM</b>                        | <b>HP 2 (K-2)-1.</b> | <b>Students connect the past with the present by...</b>                                         |

SPECIFIC INDICATOR      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).

**Virtual Field Trips**  
Grade 1 - Families and Neighbors  
Grade 1 - The Earth Around Us  
Grade 2 - Living Together

|                                        |                      |                                                                                                 |
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| <b>DOMAIN</b>                          | <b>RI.HP.</b>        | <b>Historical Perspectives/Rhode Island History</b>                                             |
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> | <b>HP 2.</b>         | <b>History is a chronicle of human activities, diverse people, and the societies they form.</b> |
| <b>GSE STEM</b>                        | <b>HP 2 (K-2)-2.</b> | <b>Students chronicle events and conditions by...</b>                                           |

SPECIFIC INDICATOR      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).

**Virtual Field Trips**  
Grade 1 - The Earth Around Us

|                                        |                      |                                                                                                 |
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| <b>DOMAIN</b>                          | <b>RI.HP.</b>        | <b>Historical Perspectives/Rhode Island History</b>                                             |
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> | <b>HP 2.</b>         | <b>History is a chronicle of human activities, diverse people, and the societies they form.</b> |
| <b>GSE STEM</b>                        | <b>HP 2 (K-2)-3.</b> | <b>Students show understanding of change over time by...</b>                                    |

SPECIFIC INDICATOR      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).

**Virtual Field Trips**  
Grade 1 - The Earth Around Us

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| <b>DOMAIN</b>                          | <b>RI.HP.</b>        | <b>Historical Perspectives/Rhode Island History</b>                                   |
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> | <b>HP 3.</b>         | <b>The study of history helps us understand the present and shape the future.</b>     |
| <b>GSE STEM</b>                        | <b>HP 3 (K-2)-1.</b> | <b>Students demonstrate an understanding of how the past frames the present by...</b> |

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?).

**Virtual Field Trips**  
Grade 1 - Families and Neighbors  
Grade 2 - Living Together

|               |               |                                                     |
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| <b>DOMAIN</b> | <b>RI.HP.</b> | <b>Historical Perspectives/Rhode Island History</b> |
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| 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).

**Virtual Field Trips**

Grade 1 - Families and Neighbors

Grade 2 - Living Together

Jerusalem - Then and Now (Younger Grades)

|                                 |               |                                                                                                                                                  |
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| 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.

**Virtual Field Trips**

Grade 1 - The Earth Around Us

|                                 |              |                                                                                                                                                                                             |
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| 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.a. Identifying the purpose of a variety of maps.

**Virtual Field Trips**

Grade 2 - Land and Water Around Us

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).

**Virtual Field Trips**

Grade 1 - Families and Neighbors

Grade 1 - The Earth Around Us

Grade 2 - Living Together

|                                 |              |                                                                                                                         |
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| 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...                                              |

|                                 |                |                                                                                                                                                                                                                                                           |
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| SPECIFIC INDICATOR              | G 2 (K-2)-1.a. | Identifying and describing natural/physical features (e.g., river, mountains, oceans, weather, climate).<br><br><b>Virtual Field Trips</b><br>Grade 1 - The Earth Around Us<br>Grade 2 - Land and Water Around Us<br>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...                                                                                                                                                                                                     |

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| SPECIFIC INDICATOR              | G 2 (K-2)-2.a. | Identifying natural/physical features of different places and regions.<br><br><b>Virtual Field Trips</b><br>Grade 1 - The Earth Around Us<br>Grade 2 - Land and Water Around Us<br>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...                                                                                                                             |

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| SPECIFIC INDICATOR              | G 2 (K-2)-4.b. | Identifying natural physical boundaries of places (e.g., rivers, mountains).<br><br><b>Virtual Field Trips</b><br>Grade 1 - The Earth Around Us<br>Grade 2 - Land and Water Around Us<br>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...                                                                                                                                                  |

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| SPECIFIC INDICATOR              | G 3 (K-2)-2.a. | Identifying geographic origins of specific resources (e.g., fish from sea, wheat from plains).<br><br><b>Virtual Field Trips</b><br>Grade 1 - The Earth Around Us<br>Grade 2 - Land and Water 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...                                                                                                            |

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| 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).<br><br><b>Virtual Field Trips</b><br>Grade 1 - Families and Neighbors<br>Grade 1 - The Earth Around Us<br>Grade 2 - Living Together |
| 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...                                                                                                                                                                                                     |

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| SPECIFIC INDICATOR | G 4 (K-2)-1.a. | Identifying basic environmental resources needed in daily life (e.g., water, air, food).<br><br><b>Virtual Field Trips</b><br>Grade 1 - The Earth Around Us<br>Grade 2 - Land and Water Around Us |
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| 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)-3. | Students explain how human actions modify the physical environment by...                                                                 |

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| SPECIFIC INDICATOR | G 4 (K-2)-3.a. | Identifying examples of how people can change the space around them (e.g., a field can be made into a playground, a tree can become a place for a tree house, an empty lot can be changed into a garden).<br><br><b>Virtual Field Trips</b><br>Grade 2 - Land and Water Around Us |
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| 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...                                        |

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| SPECIFIC INDICATOR | E 1 (K-2)-1.a. | Identifying human, natural, and capital resources.<br><br><b>Virtual Field Trips</b><br>Grade 1 - The Earth Around Us<br>Grade 2 - Land and Water Around Us |
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| SPECIFIC INDICATOR | E 1 (K-2)-1.b. | Explaining how the availability of resources affects production of goods and offering of services and their consumption.<br><br><b>Virtual Field Trips</b><br>Grade 2 - Work and Money |
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| 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.<br><br><u>Virtual Field Trips</u><br>Grade 1 - All About Work<br>Grade 2 - Work and Money |
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| 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... |

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| SPECIFIC INDICATOR | E 1 (K-2)-2.a. | Recognizing and discussing the differences between basic wants and needs.<br><br><u>Virtual Field Trips</u><br>Grade 1 - All About Work<br>Grade 2 - Work and Money |
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| 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)-3. | Students demonstrate an understanding that societies develop different ways to deal with scarcity and abundance by... |

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| SPECIFIC INDICATOR | E 1 (K-2)-3.a. | Identifying how goods and services are shared as a family (e.g., taking turns washing dishes, setting the table, sharing clothes, etc.).<br><br><u>Virtual Field Trips</u><br>Grade 2 - Living Together |
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| 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... |

|                    |                |                                                                                                                                                                                                    |
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| SPECIFIC INDICATOR | E 2 (K-2)-1.a. | Identifying the ways in which people exchange goods and services (e.g., barter, money, commodity money).<br><br><u>Virtual Field Trips</u><br>Grade 1 - All About Work<br>Grade 2 - Work and Money |
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| 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.<br><br><u>Virtual Field Trips</u><br>Grade 1 - All About Work<br>Grade 2 - Work and Money |
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| DOMAIN                          | RI.E. | Economics                                                                 |
| STATEMENT OF ENDURING KNOWLEDGE | E 3.  | Individuals, institutions and governments have roles in economic systems. |

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| GSE STEM | E 3 (K-2)-1. | Students demonstrate an understanding of the interdependence created by economic decisions by... |
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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).

Virtual Field Trips

Grade 1 - All About Work

Grade 2 - Work and Money