



IXL Skill Plan

College, Career, and Civic Life (C3) Framework:
Kindergarten



Use IXL's interactive skill plan to get up-to-date skill alignments, assign skills to your students, and track progress.

www.ixl.com/social-studies/skill-plans/vermont-college-career-and-civic-life-3-framework-kindergarten

D1 | Developing Questions and Planning Inquiries

Constructing Compelling Questions

D1.1.K-2: Explain why the compelling question is important to the student.

D1.2.K-2: Identify disciplinary ideas associated with a compelling question.

Constructing Supporting Questions

D1.3.K-2: Identify facts and concepts associated with a supporting question.

D1.4.K-2: Make connections between supporting questions and compelling questions.

Determining Helpful Sources

D1.5.K-2: Determine the kinds of sources that will be helpful in answering compelling and supporting questions.

1. Which source should you use? 5M5

D2 | Applying Disciplinary Concepts and Tools

Civics

Civic and Political Institutions

D2.Civ.1.K-2: Describe roles and responsibilities of people in authority.

1. Authority figures Q6S

D2.Civ.2.K-2: Explain how all people, not just official leaders, play important roles in a community.

1. Jobs community helpers do JTF
2. Tools community helpers use W6G

D2.Civ.3.K-2: Explain the need for and purposes of rules in various settings inside and outside of school.

1. Rules and laws 7XS

D2.Civ.5.K-2: Explain what governments are and some of their functions.

1. Government services XG6

D2.Civ.6.K-2: Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.

1. What is a community? 73W
2. Jobs community helpers do JTF
3. Authority figures Q6S

Participation and Deliberation: Applying Civic Virtues and Democratic Principles

D2.Civ.7.K-2: Apply civic virtues when participating in school settings.

1. Good citizenship Y5T

D2.Civ.8.K-2: Describe democratic principles such as equality, fairness, and respect for legitimate authority and rules.

1. Good citizenship Y5T

D2.Civ.9.K-2: Follow agreed-upon rules for discussions while responding attentively to others when addressing ideas and making decisions as a group.

D2.Civ.10.K-2: Compare their own point of view with others' perspectives.

Processes, Rules, and Laws

D2.Civ.11.K-2: Explain how people can work together to make decisions in the classroom.

D2.Civ.12.K-2: Identify and explain how rules function in public (classroom and school) settings.

1. Rules and laws 7XS

D2.Civ.14.K-2: Describe how people have tried to improve their communities over time.

1. George Washington 8P7

2. Abraham Lincoln PBG

3. Helen Keller XVG

4. Rosa Parks GRC

5. Independence Day ET9

6. Martin Luther King Jr. Day 62S

Economics

Economic Decision Making

D2.Eco.1.K-2: Explain how scarcity necessitates decision making.

1. Scarcity KN5

D2.Eco.2.K-2: Identify the benefits and costs of making various personal decisions.

Exchange and Markets

D2.Eco.3.K-2: Describe the skills and knowledge required to produce certain goods and services.

1. Goods and services LW6

2. Producers and consumers BXA

D2.Eco.4.K-2: Describe the goods and services that people in the local community produce and those that are produced in other communities.

1. Goods and services LW6

D2.Eco.5.K-2: Identify prices of products in a local market.

D2.Eco.6.K-2: Explain how people earn income.

D2.Eco.7.K-2: Describe examples of costs of production.

D2.Eco.9.K-2: Describe the role of banks in an

economy.

The National Economy

D2.Eco.10.K-2: Explain why people save.

D2.Eco.12.K-2: Describe examples of the goods and services that governments provide.

1. Government services XG6

D2.Eco.13.K-2: Describe examples of capital goods and human capital.

1. Goods and services LW6

The Global Economy

D2.Eco.14.K-2: Describe why people in one country trade goods and services with people in other countries.

D2.Eco.15.K-2: Describe products that are produced abroad and sold domestically and products that are produced domestically and sold abroad.

Geography

Geographic Representations: Spatial Views of the World

D2.Geo.1.K-2: Construct maps, graphs, and other representations of familiar places.

1. Introduction to maps BTQ

D2.Geo.2.K-2: Use maps, graphs, photographs, and other representations to describe places and the relationships and interactions that shape them.

Location words

1. Left and right JR6
2. Above and below 75H
3. Next to and between ZPB
4. Use location words 2ZF

Characteristics of places

5. Compare cities and rural areas UQK
6. Identify human and physical features JLT

D2.Geo.3.K-2: Use maps, globes, and other simple geographic models to identify cultural and environmental characteristics of places.

1. Introduction to maps BTQ
2. Use cardinal directions JRG

3. Use a map key 8WB
4. Use maps of the community 5J2

Human-Environment Interaction: Place, Regions, and Culture

D2.Geo.4.K-2: Explain how weather, climate, and other environmental characteristics affect people's lives in a place or region.

D2.Geo.5.K-2: Describe how human activities affect the cultural and environmental characteristics of places or regions.

1. Compare cities and rural areas UQK
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D2.Geo.6.K-2: Identify some cultural and environmental characteristics of specific places.

1. Identify human and physical features JLT
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Human Population: Spatial Patterns and Movements

D2.Geo.7.K-2: Explain why and how people, goods, and ideas move from place to place.

D2.Geo.8.K-2: Compare how people in different types of communities use local and distant environments to meet their daily needs.

D2.Geo.9.K-2: Describe the connections between the physical environment of a place and the economic activities found there.

Global Interconnections: Changing Spatial Patterns

D2.Geo.10.K-2: Describe changes in the physical and cultural characteristics of various world regions.

1. Identify Earth's land features JWB
 2. Identify Earth's water features CRQ
 3. Identify human and physical features JLT
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D2.Geo.11.K-2: Explain how the consumption of products connects people to distant places.

D2.Geo.12.K-2: Identify ways that a catastrophic disaster may affect people living in a place.

History

Change, Continuity, and Context

D2.His.1.K-2: Create a chronological sequence of multiple events.

1. Days of the week ZN7
2. Months of the year J7E
3. Use time-order words 26J
4. Introduction to timelines 5T8

D2.His.2.K-2: Compare life in the past to life today.

1. Then and now: transportation and communication RZ8
2. Then and now: home and school U2G
3. Then and now: work and play 68G

D2.His.3.K-2: Generate questions about individuals and groups who have shaped a significant historical change.

Famous people

1. George Washington 8P7
2. Abraham Lincoln PBG
3. Helen Keller XVG
4. Rosa Parks GRC

Holidays

5. Independence Day ET9
6. Martin Luther King Jr. Day 62S
7. Memorial Day EU5

Perspectives

D2.His.4.K-2: Compare perspectives of people in the past to those of people in the present.

1. Then and now: transportation and communication RZ8
2. Then and now: home and school U2G
3. Then and now: work and play 68G

D2.His.6.K-2: Compare different accounts of the same historical event.

Historical Sources and Evidence

D2.His.9.K-2: Identify different kinds of historical sources.

1. Which source should you use? 5M5

D2.His.10.K-2: Explain how historical sources can be used to study the past.

Books

1. Which source should you use? 5M5

Photographs

2. Then and now: transportation and communication RZ8
3. Then and now: home and school U2G
4. Then and now: work and play 68G

D2.His.11.K-2: Identify the maker, date, and place of origin for a historical source from information within the source itself.

D2.His.12.K-2: Generate questions about a particular historical source as it relates to a particular historical event or development.

Causation and Argumentation

D2.His.14.K-2: Generate possible reasons for an event or development in the past.

D2.His.16.K-2: Select which reasons might be more likely than others to explain a historical event or development.

D3 | Evaluating Sources and Using Evidence

Gathering and Evaluating Sources

D3.1.K-2: Gather relevant information from one or two sources while using the origin and structure to guide the selection.

Passages about famous people

1. George Washington 8P7
2. Abraham Lincoln PBG
3. Helen Keller XVG
4. Rosa Parks GRC

Passages about holidays

5. Independence Day ET9
6. Martin Luther King Jr. Day 62S
7. Memorial Day EU5

Photographs

8. Then and now: transportation and communication RZ8
9. Then and now: home and school U2G
10. Then and now: work and play 68G

D3.2.K-2: Evaluate a source by distinguishing between fact and opinion.

D4 | Communicating Conclusions and Taking Informed Action

Communicating Conclusions

D4.1.K-2: Construct an argument with reasons.

D4.2.K-2: Construct explanations using correct sequence and relevant information.

D4.3.K-2: Present a summary of an argument using print, oral, and digital technologies.

Critiquing Conclusions

D4.4.K-2: Ask and answer questions about arguments.

D4.5.K-2: Ask and answer questions about explanations.

Taking Informed Action

D4.6.K-2: Identify and explain a range of local, regional, and global problems, and some ways in which people are trying to address these problems.

D4.7.K-2: Identify ways to take action to help address local, regional, and global problems.

D4.8.K-2: Use listening, consensus-building, and voting procedures to decide on and take action in their classrooms.
