A Correlation of

Savvas
myWorld Social Studies
We Do Our Part
Grade 2, ©2013

To the

College, Career & Civic Life (C3) Framework for Grades K-2 Social Studies State Standards
A Correlation of Savvas myWorld Social Studies,
We Do Our Part, Grade 2, ©2013
to the C3 Framework For Social Studies State Standards

Introduction


Everyone has a story. What’s yours?
myWorld Social Studies™ utilizes storytelling to bring social studies content to life. Exclusive interactive digital solution makes social studies personal for every student in a way that’s easier for the instructor. With myWorld Social Studies, you can get to the heart of social studies in the time you have.

Reinforce literacy instruction Every minute spent teaching social studies also reinforces reading and writing instruction.

Reduce prep time Ready-made digital presentations, quick-start Teacher Guide, and easy-to-use online resources reduce time.

Keep it current Teach to the moment using Savvas’ exclusive myStory Book Current Events prompts.

Interactive Student Text
Interactive Student Worktexts promote active learning and support students who are learning to read in the content areas. Standards-based content is presented in an interactive format that promotes active reading strategies.

Student Materials
- Student Worktext
- Student Atlas
- Leveled Readers
- Student Edition DVD-ROM

Teacher Materials
- Teacher Edition
- Accelerating Progress for English Language Learner’s Teacher Guide Activity Kit
- Activity Kit, Hands-on activities for each chapter designed by Colonial Williamsburg
- myStory Video DVD-ROM, engaging videos that explore the Big Question
- ExamView® DVD-ROM, ready-made chapter tests and quizzes
- Teacher Resource Library DVD-ROM, One stop resources for lesson plans high-stakes assessment support, and more

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| myWorld Social Studies  
| We Do Our Part  
| Grade 2, ©2013 | Chapter 1, My Community, My Country |
|---|---|---|
| myStory Spark, How do people best cooperate?  
| SE: 10/TE: 3 | D1.1.K-2. Explain why the compelling question is important to the student.  
| TE: 1, 2 | D2.Civ.6.K-2. Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.  
| | D2.Civ.11.K-2. Explain how people can work together to make decisions in the classroom.  
| | 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. |

<table>
<thead>
<tr>
<th>Vocabulary Preview</th>
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</table>
| SE: 12-13 /TE: 4 | D2.Civ.2.K-2. Explain how all people, not just official leaders, play important roles in a community.  
| | D2.Civ.3.K-2. Explain the need for and purposes of rules in various settings inside and outside of school.  
| | D2.Civ.5.K-2. Explain what governments are and some of their functions. |

| Lesson 1, We Are Good Citizens  
| Got it? Target Skills and Lesson Assessment  
| SE: 14-17/TE: 6-7 | D2.Civ.2.K-2. Explain how all people, not just official leaders, play important roles in a community.  
| Digital Presentations | D2.Civ.8.K-2. Describe democratic principles such as equality, fairness, and respect for legitimate authority and rules.  
| TE: 5 | D2.Civ.11.K-2. Explain how people can work together to make decisions in the classroom.  
| | 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. |

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**TE = Teacher’s Edition**
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<td><strong>D2.Civ.14.K-2.</strong> Describe how people have tried to improve their communities over time.</td>
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**Lesson 2, Our Rights as Citizens**

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<td><strong>SE:</strong> 27/<strong>TE:</strong> 15</td>
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**Reading Skills:** Draw Conclusions

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<th><strong>D3.1.K-2.</strong> Gather relevant information from one or two sources while using the origin and structure to guide the selection.</th>
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<td><strong>D4.2.K-2.</strong> Construct explanations using correct sequence and relevant information.</td>
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<td><strong>D1.1.K-2.</strong> Explain why the compelling question is important to the student.</td>
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<td><strong>D2.Eco.1.K-2.</strong> Explain how scarcity necessitates decision making.</td>
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<td>D2.Eco.3.K-2. Describe the skills and knowledge required to produce certain goods and services.</td>
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<td>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.</td>
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| **Lesson 1, Needs and Wants** |  |
| Digital Presentations TE: 34 |  |

| **Lesson 2, Making Good Choices** |  |
| Digital Presentations TE: 37 | D2.Eco.2.K-2. Identify the benefits and costs of making various personal decisions. |

| **Lesson 3, Producing and Consuming Goods** |  |
| Got it? Target Skills and Lesson Assessment SE: 61/TE: 42 | 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. |

| **Graph Skills:** Reading a Flow Chart |  |
| SE: 62-63 /TE: 44 | D2.Eco.3.K-2. Describe the skills and knowledge required to produce certain goods and services. |
| Try it! Student Learning Objective Activity SE: 63 /TE: 44 | 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. |
| Digital Presentation TE: 43 |  |

| **Lesson 4, Service Workers and Their Jobs** |  |
| Digital Presentations TE:45 | D2.Eco.12.K-2. Describe examples of the goods and services that governments provide. |

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<td><strong>SE</strong>: 86-89 / <strong>TE</strong>: 64-65 Got it? Target Skills and Lesson Assessment</td>
<td>D2.Geo.2.K-2. Use maps, graphs, photographs, and other representations to describe places and the relationships and interactions that shape them.</td>
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<td><strong>SE</strong>: 89 / <strong>TE</strong>: 65 Digital Presentations</td>
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<td><strong>SE</strong>: 90-93 / <strong>TE</strong>: 67-68 Got it? Target Skills and Lesson Assessment</td>
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<td><strong>SE</strong>: 93 / <strong>TE</strong>: 68 Digital Presentations</td>
<td>D2.Geo.3.K-2. Use maps, globes, and other simple geographic models to identify cultural and environmental characteristics of places.</td>
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<td><strong>SE</strong>: 94-95 / <strong>TE</strong>: 70 Try it! Student Learning Objective Activity</td>
<td>D2.Geo.2.K-2. Use maps, graphs, photographs, and other representations to describe places and the relationships and interactions that shape them.</td>
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<td><strong>SE</strong>: 95 / <strong>TE</strong>: 70 Digital Presentation</td>
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<td><strong>D2.Geo.2.K-2.</strong> Use maps, graphs, photographs, and other representations to describe places and the relationships and interactions that shape them.</td>
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<td><strong>SE:</strong> 96-99 / <strong>TE:</strong> 72-73</td>
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<td>Got it? Target Skills and Lesson Assessment</td>
<td><strong>D2.Geo.4.K-2.</strong> Explain how weather, climate, and other environmental characteristics affect people’s lives in a place or region.</td>
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<td><strong>SE:</strong> 99 / <strong>TE:</strong> 73</td>
<td><strong>D2.Geo.10.K-2.</strong> Describe changes in the physical and cultural characteristics of various world regions.</td>
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<td><strong>D2.Geo.12.K-2.</strong> Identify ways that a catastrophic disaster may affect people living in a place.</td>
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<td><strong>TE:</strong> 71</td>
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| **Lesson 4**, Landforms and Bodies of Water | **D2.Geo.2.K-2.** Use maps, graphs, photographs, and other representations to describe places and the relationships and interactions that shape them.  |
| **SE:** 100-103 / **TE:** 75-76 | **D2.Geo.3.K-2.** Use maps, globes, and other simple geographic models to identify cultural and environmental characteristics of places.  |
| Got it? Target Skills and Lesson Assessment | **D2.Geo.4.K-2.** Explain how weather, climate, and other environmental characteristics affect people’s lives in a place or region.  |
| **SE:** 103 / **TE:** 76 | |
| Digital Presentations | **D2.Geo.10.K-2.** Describe changes in the physical and cultural characteristics of various world regions.  |
| **TE:** 74 | **D2.Geo.12.K-2.** Identify ways that a catastrophic disaster may affect people living in a place.  |

| **Lesson 5**, Weather and Climate | **D2.Geo.3.K-2.** Use maps, globes, and other simple geographic models to identify cultural and environmental characteristics of places.  |
| **SE:** 104-107 / **TE:** 78-79 | **D2.Geo.4.K-2.** Explain how weather, climate, and other environmental characteristics affect people’s lives in a place or region.  |
| Got it? Target Skills and Lesson Assessment | **D2.Geo.10.K-2.** Describe changes in the physical and cultural characteristics of various world regions.  |
| **SE:** 107 / **TE:** 79 | **D2.Geo.12.K-2.** Identify ways that a catastrophic disaster may affect people living in a place.  |
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- **D2.Geo.5.K-2.** Describe how human activities affect the cultural and environmental characteristics of places or regions.
- **D2.Geo.6.K-2.** Identify some cultural and environmental characteristics of specific places.
- **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.
- **D2.Geo.10.K-2.** Describe changes in the physical and cultural characteristics of various world regions.

**Reading Skills:** Cause and Effect

**SE:** 112-113 **/TE:** 84

**Try it! Student Learning Objective Activity**

**SE:** 113 **/TE:** 84

Digital Presentation

**TE:** 83

**Lesson 7, Earth's Resources**

**SE:** 114-117 **/TE:** 86-87

Got it? Target Skills and Lesson Assessment

**SE:** 117 **/TE:** 87

Digital Presentations

**TE:** 85

**C3 Framework for Social Studies State Standards Dimensions**

- **D2.Geo.4.K-2.** Explain how weather, climate, and other environmental characteristics affect people’s lives in a place or region.
- **D2.Geo.2.K-2.** Use maps, graphs, photographs, and other representations to describe places and the relationships and interactions that shape them.
- **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.
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<tr>
<td><strong>D2.Geo.5.K-2.</strong> Describe how human activities affect the cultural and environmental characteristics of places or regions.</td>
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| 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. |
| **D2.Geo.2.K-2.** Use maps, graphs, photographs, and other representations to describe places and the relationships and interactions that shape them. |
| **D2.Geo.5.K-2.** Describe how human activities affect the cultural and environmental characteristics of places or regions. |
| **D2.Geo.7.K-2.** Explain why and how people, goods, and ideas move from place to place. |

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| 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. |
| **D2.His.9.K-2.** Identify different kinds of historical sources. |
| **D3.1.K-2.** Gather relevant information from one or two sources while using the origin and structure to guide the selection. |

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| Lesson 1, Culture is Our Way of Life | D2.Geo.5.K-2. Describe how human activities affect the cultural and environmental characteristics of places or regions. D2.Geo.6.K-2. Identify some cultural and environmental characteristics of specific places. D3.1.K-2. Gather relevant information from one or two sources while using the origin and structure to guide the selection. |
| Reading Skills: Compare and Contrast | D3.1.K-2. Gather relevant information from one or two sources while using the origin and structure to guide the selection. |

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**TE = Teacher’s Edition**
| myWorld Social Studies  
| We Do Our Part  
<table>
<thead>
<tr>
<th>Grade 2, ©2013</th>
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</table>
| **Lesson 4,** American Stories  
SE: 144-147/TE: 110-111  
Got it? Target Skills and Lesson Assessment  
SE: 147/TE: 111  
Digital Presentations  
TE: 109 | **D2.Geo.5.K-2.** Describe how human activities affect the cultural and environmental characteristics of places or regions.  
**D2.Geo.6.K-2.** Identify some cultural and environmental characteristics of specific places.  
**D2.His.9.K-2.** Identify different kinds of historical sources.  
**D3.1.K-2.** Gather relevant information from one or two sources while using the origin and structure to guide the selection. |
| **Lesson 5,** Two Cultures  
SE: 148-151/TE: 113-114  
Got it? Target Skills and Lesson Assessment  
SE: 151/TE: 114  
Digital Presentations  
TE: 112 | **D2.Geo.5.K-2.** Describe how human activities affect the cultural and environmental characteristics of places or regions.  
**D2.Geo.6.K-2.** Identify some cultural and environmental characteristics of specific places. |
| **Graph Skills:** Using Graphic Sources  
SE: 152-153/TE: 116  
Try it! Student Learning Objective Activity  
SE: 153/TE: 116  
Digital Presentation  
TE: 115 | **D2.Geo.2.K-2.** Use maps, graphs, photographs, and other representations to describe places and the relationships and interactions that shape them. |
| **Review and Assessment**  
SE: 154-157/TE: 118-119  
myStory Book, Big Question Writing Activity  
SE: 157/TE: 119  
Digital Presentation, Performance Assessment  
TE: 117 | **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.  
**D2.Geo.5.K-2.** Describe how human activities affect the cultural and environmental characteristics of places or regions.  
**D2.Geo.6.K-2.** Identify some cultural and environmental characteristics of specific places. |
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<tr>
<td><strong>Chapter 5, Our Nation Past and Present</strong></td>
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<tr>
<td><strong>myStory Spark</strong>, How does life change throughout history?</td>
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<td>SE: 158/TE: 122</td>
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<tr>
<td>Digital Presentations TE: 120, 121</td>
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| **Vocabulary Preview** |
| SE: 160-161/TE: 123 |
| **D2.His.3.K-2.** Generate questions about individuals and groups who have shaped a significant historical change. |

| **Lesson 1, Life Then and Now** |
| SE: 162-165/TE: 125-126 |
| Got it? Target Skills and Lesson Assessment SE: 165/TE: 126 |
| Digital Presentations TE: 124 |
| **D2.His.2.K-2.** Compare life in the past to life today. |
| **D2.His.3.K-2.** Generate questions about individuals and groups who have shaped a significant historical change. |
| **D2.His.4.K-2.** Compare perspectives of people in the past to those of people in the present. |

| **Graph Skills: Reading a Timeline** |
| SE: 166-167/TE: 128 |
| Digital Presentation TE: 127 |
| **D2.His.1.K-2.** Create a chronological sequence of multiple events. |

| **Lesson 2, Learning About the Past** |
| SE: 168-171/TE: 130-131 |
| Got it? Target Skills and Lesson Assessment SE: 171/TE: 131 |
| Digital Presentations TE: 129 |
| **D2.His.9.K-2.** Identify different kinds of historical sources. |
| **D2.His.10.K-2.** Explain how historical sources can be used to study the past. |
| **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. |
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| Lesson 3, The First Americans  
| SE: 172-175/TE: 133-134  
| Got it? Target Skills and Lesson Assessment  
| SE: 175/TE: 134  
| Digital Presentations  
| TE: 132  |
| C3 Framework for Social Studies State Standards Dimensions  |
| D2.Geo.2.K-2. Use maps, graphs, photographs, and other representations to describe places and the relationships and interactions that shape them.  
| D2.Geo.3.K-2. Use maps, globes, and other simple geographic models to identify cultural and environmental characteristics of places.  
| D2.Geo.8.K-2. Compare how people in different types of communities use local and distant environments to meet their daily needs.  
| D2.His.3.K-2. Generate questions about individuals and groups who have shaped a significant historical change.  

| Lesson 4, America's Early Settlers  
| SE: 176-179/TE: 136-137  
| Got it? Target Skills and Lesson Assessment  
| SE: 179/TE: 137  
| Digital Presentations  
| TE: 135  |
| D2.His.3.K-2. Generate questions about individuals and groups who have shaped a significant historical change.  
## A Correlation of Savvas myWorld Social Studies,
*We Do Our Part, Grade 2, ©2013*
to the C3 Framework for Social Studies State Standards

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**SE**: 180-183/TE: 139-140  
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**TE**: 138  |
| **Lesson 5**, A Growing Nation  
**SE**: 180-183/TE: 139-140  
Got it? Target Skills and Lesson Assessment  
**SE**: 183/TE: 140  
Digital Presentations  
**TE**: 138  |
| **C3 Framework for Social Studies State Standards Dimensions**  |
| **D2.Geo.2.K-2.** Use maps, graphs, photographs, and other representations to describe places and the relationships and interactions that shape them.  
**D2.Geo.3.K-2.** Use maps, globes, and other simple geographic models to identify cultural and environmental characteristics of places.  
**D2.His.1.K-2.** Create a chronological sequence of multiple events.  
**D2.His.3.K-2.** Generate questions about individuals and groups who have shaped a significant historical change.  
**D2.His.4.K-2.** Compare perspectives of people in the past to those of people in the present.  
**D2.His.6.K-2.** Compare different accounts of the same historical event.  
**D2.His.14.K-2.** Generate possible reasons for an event or development in the past.  |
| **Lesson 6**, Technology Then and Now  
**SE**: 184-187/TE: 142-143  
Got it? Target Skills and Lesson Assessment  
**SE**: 187/TE: 143  
Digital Presentations  
**TE**: 141  |
| **Lesson 6**, Technology Then and Now  
**SE**: 184-187/TE: 142-143  
Got it? Target Skills and Lesson Assessment  
**SE**: 187/TE: 143  
Digital Presentations  
**TE**: 141  |
| **D2.Geo.7.K-2.** Explain why and how people, goods, and ideas move from place to place.  
**D2.His.2.K-2.** Compare life in the past to life today.  |
| **Reading Skills**: Fact and Opinion  
**SE**: 188-189/TE: 145  
Try it! Student Lesson Objective Activity  
**SE**: 189/TE: 145  
Digital Presentation  
**TE**: 144  |
| **Reading Skills**: Fact and Opinion  
**SE**: 188-189/TE: 145  
Try it! Student Lesson Objective Activity  
**SE**: 189/TE: 145  
Digital Presentation  
**TE**: 144  |
| **D3.2.K-2.** Evaluate a source by distinguishing between fact and opinion.  |

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C3 Framework for Social Studies State Standards Dimensions

Developing Questions & PLANNING INQUIRIES
Dimension 1, Constructing Compelling Questions
BY THE END OF GRADE 2*
INDIVIDUALLY AND WITH OTHERS, STUDENTS CONSTRUCT COMPELLING QUESTIONS, AND
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.

Dimension 1, Constructing Supporting Questions
INDIVIDUALLY AND WITH OTHERS, STUDENTS CONSTRUCT COMPELLING QUESTIONS, AND

Dimension 1, Determining Helpful Sources
INDIVIDUALLY AND WITH OTHERS, STUDENTS...
D1.5.K-2. Determine the kinds of sources that will be helpful in answering compelling and
supporting questions.

Applying Disciplinary Concepts & TOOLS
CIVICS
Dimension 2, Civic and Political Institutions
INDIVIDUALLY AND WITH OTHERS, STUDENTS...
D2.Civ.2.K-2. Explain how all people, not just official leaders, play important roles in a
community.
D2.Civ.3.K-2. Explain the need for and purposes of rules in various settings inside and
outside of school.
D2.Civ.5.K-2. Explain what governments are and some of their functions.
D2.Civ.6.K-2. Describe how communities work to accomplish common tasks, establish
responsibilities, and fulfill roles of authority.

Dimension 2, Participation and Deliberation
INDIVIDUALLY AND WITH OTHERS, STUDENTS...
D2.Civ.8.K-2. Describe democratic principles such as equality, fairness, and respect for
legitimate authority and rules.
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.

Dimension 2, Processes, Rules, and Laws
INDIVIDUALLY AND WITH OTHERS, STUDENTS...
D2.Civ.11.K-2. Explain how people can work together to make decisions in the classroom.
settings.
ECONOMICS
Dimension 2, Economic Decision Making
INDIVIDUALLY AND WITH OTHERS, STUDENTS...
D2.Eco.2.K-2. Identify the benefits and costs of making various personal decisions.

Dimension 2, Exchange and Markets
INDIVIDUALLY AND WITH OTHERS, STUDENTS...
D2.Eco.3.K-2. Describe the skills and knowledge required to produce certain goods and services.
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.
D2.Eco.5.K-2. Identify prices of products in a local market.
D2.Eco.9.K-2. Describe the role of banks in an economy

Dimension 2, The National Economy
INDIVIDUALLY AND WITH OTHERS, STUDENTS...
D2.Eco.12.K-2. Describe examples of the goods and services that governments provide.

Dimension 2, The Global Economy
INDIVIDUALLY AND WITH OTHERS, STUDENTS...
D2.Eco.15.K-2. Describe products that are produced abroad and sold domestically and products that are produced domestically and sold abroad.

GEOGRAPHY
Dimension 2, Geographic Representations
INDIVIDUALLY AND WITH OTHERS, STUDENTS...
D2.Geo.2.K-2. Use maps, graphs, photographs, and other representations to describe places and the relationships and interactions that shape them.
D2.Geo.3.K-2. Use maps, globes, and other simple geographic models to identify cultural and environmental characteristics of places.

Dimension 2, Human-Environment Interaction
INDIVIDUALLY AND WITH OTHERS, STUDENTS...
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.
Dimension 2, Human Population: Spatial Patterns and Movements
INDIVIDUALLY AND WITH OTHERS, STUDENTS...
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.

Dimension 2, Global Interconnections
INDIVIDUALLY AND WITH OTHERS, STUDENTS...
D2.Geo.10.K-2. Describe changes in the physical and cultural characteristics of various world regions.
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
Dimension 2, Change, Continuity, and Context
INDIVIDUALLY AND WITH OTHERS, STUDENTS...
D2.His.3.K-2. Generate questions about individuals and groups who have shaped a significant historical change.

Dimension 2, Perspectives

Dimension 2, Historical Sources and Evidence
INDIVIDUALLY AND WITH OTHERS, STUDENTS...
D2.His.10.K-2. Explain how historical sources can be used to study the past.
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.

Dimension 2, Causation and Argumentation
D2.His.16.K-2. Select which reasons might be more likely than others to explain a historical event or development.
Evaluating Sources & USING EVIDENCE
Dimension 3, Gathering and Evaluating Sources
INDIVIDUALLY AND WITH OTHERS, STUDENTS...
D3.1.K-2. Gather relevant information from one or two sources while using the origin and structure to guide the selection.
D3.2.K-2. Evaluate a source by distinguishing between fact and opinion.

Communicating Conclusions & Taking INFORMED ACTION
Dimension 4, Communicating Conclusions
INDIVIDUALLY AND WITH OTHERS, STUDENTS USE WRITING, VISUALIZING, AND SPEAKING TO...

Dimension 4, Critiquing Conclusions
INDIVIDUALLY AND WITH OTHERS, STUDENTS...

Dimension 4, Taking Informed Action
INDIVIDUALLY AND WITH OTHERS, STUDENTS...
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.