

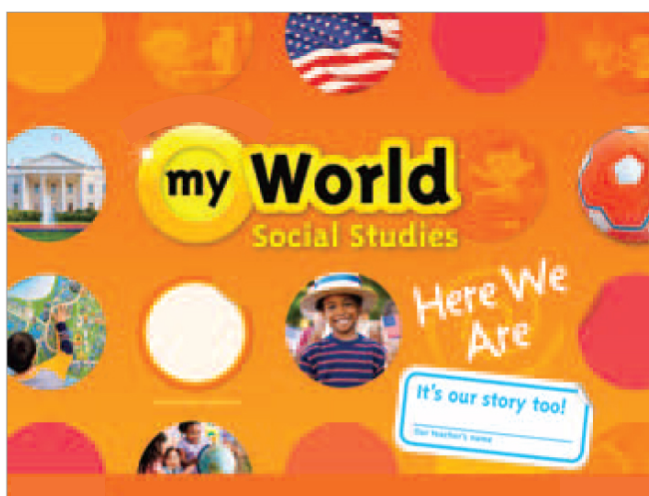
A Correlation of

Savvas

myWorld Social Studies

Here We Are

Kindergarten, ©2013



To the

College, Career & Civic Life (C3)

Framework for Grades K-2

Social Studies State Standards

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to the C3 Framework for Social Studies State Standards**

Introduction

This document demonstrates how *myWorld Social Studies, Here We Are*, ©2013 meets the C3 Framework for Social Studies State Standards, Grades K-2. Correlation page references are to the Flip Chart, Student Worktext and Teacher’s Edition. Alignments are cited at the page level.

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

- Kindergarten Flip Book
- Student Worktext
- Student Atlas
- Leveled Readers
- Student Edition DVD-ROM

Teacher Materials

- Teacher Edition
- Kindergarten Teacher Lesson Plan Blackline Masters
- 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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Chapter 1, My Family, My School	
<p>How do people best cooperate? myStory Spark FC: 4-5 SW: 1-2 TE: 3 Digital Presentations TE: 1, 2</p>	<p>D1.1.K-2. Explain why the compelling question is important to the student. D2.Civ.6.K-2. Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority. D2.Civ.14.K-2. Describe how people have tried to improve their communities over time.</p>
<p>Vocabulary Preview FC: 7 SW: 4 TE: 4</p>	<p>D2.Civ.2.K-2. Explain how all people, not just official leaders, play important roles in a community.</p>
<p>Lesson 1, What makes a good citizen? FC: 8-9 SW: 5-6 TE: 6 Digital Presentations TE: 5</p>	<p>D1.1.K-2. Explain why the compelling question is important to the student. D2.Civ.6.K-2. Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority. D2.Civ.14.K-2. Describe how people have tried to improve their communities over time. 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.</p>
<p>Lesson 2, What are rights? What are responsibilities? FC: 10-11 SW: 7-8 TE: 8 Digital Presentations TE: 7</p>	<p>D1.1.K-2. Explain why the compelling question is important to the student. D2.Civ.6.K-2. Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.</p>

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<p>Lesson 3, How do we get along with others? FC: 12-13 SW: 9-10 TE: 10 Digital Presentations TE: 9</p>	<p>D1.1.K-2. Explain why the compelling question is important to the student. 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. D2.Civ.11.K-2. Explain how people can work together to make decisions in the classroom.</p>
<p>Reading Skills: Main Idea and Details FC: 14-15 SW: 11-12 TE: 12 Digital Presentation TE: 11</p>	<p>D3.1.K-2. Gather relevant information from one or two sources while using the origin and structure to guide the selection.</p>
<p>Lesson 4, What rules do we follow? FC: 16-17 SW: 13-14 TE: 14 Digital Presentations TE: 13</p>	<p>D1.1.K-2. Explain why the compelling question is important to the student. D2.Civ.3.K-2. Explain the need for and purposes of rules in various settings inside and outside of school. 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.</p>
<p>Lesson 5, Who are our leaders? FC: 18-19 SW: 15-16 TE: 16 Digital Presentations TE: 15</p>	<p>D1.1.K-2. Explain why the compelling question is important to the student. D2.Civ.1.K-2. Describe roles and responsibilities of people in authority. D2.Civ.2.K-2. Explain how all people, not just official leaders, play important roles in a community.</p>
<p>Lesson 6, How do we make decisions? FC: 20-21 SW: 17-18 TE: 18 Digital Presentations TE: 17</p>	<p>D1.1.K-2. Explain why the compelling question is important to the student. D2.Civ.3.K-2. Explain the need for and purposes of rules in various settings inside and outside of school. D2.Civ.11.K-2. Explain how people can work together to make decisions in the classroom. D4.8.K-2. Use listening, consensus-building, and voting procedures to decide on and take action in their classrooms.</p>

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<p>Collaboration and Creativity: Problem Solving FC: 22-23 SW: 19-20 TE: 20 Digital Presentation TE: 19</p>	<p>D2.Civ.11.K-2. Explain how people can work together to make decisions in the classroom. D2.Civ.14.K-2. Describe how people have tried to improve their communities over time. D4.8.K-2. Use listening, consensus-building, and voting procedures to decide on and take action in their classrooms.</p>
<p>Lesson 7, What are our country's symbols? FC: 24-25 SW: 21-22 TE: 22 Digital Presentations TE: 21</p>	<p>D1.1.K-2. Explain why the compelling question is important to the student. D2.Civ.8.K-2. Describe democratic principles such as equality, fairness, and respect for legitimate authority and rules.</p>
<p>Lesson 8, What are our country's monuments? FC: 26-27 SW: 23-24 TE: 24 Digital Presentations TE: 23</p>	<p>D1.1.K-2. Explain why the compelling question is important to the student. D2.Civ.8.K-2. Describe democratic principles such as equality, fairness, and respect for legitimate authority and rules.</p>
<p>Review and Assessment myStory Book FC: 28 SW: 25 TE: 26 Digital Presentation, Performance Assessment TE: 25</p>	<p>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.Civ.6.K-2. Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority. D2.Civ.14.K-2. Describe how people have tried to improve their communities over time. D4.7.K-2. Identify ways to take action to help address local, regional, and global problems.</p>

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Chapter 2, Everybody Works	
How do people get what they need? myStory Spark FC: 29-30 SW: 27-28 TE: 29 Digital Presentations TE: 27, 28	D1.1.K-2. Explain why the compelling question is important to the student. D2.Eco.3.K-2. Describe the skills and knowledge required to produce certain goods and services.
Vocabulary Preview FC: 32 SW: 30 TE: 30	D2.Eco.3.K-2. Describe the skills and knowledge required to produce certain goods and services.
Lesson 1, What do we need? What do we want? FC: 33-34 SW: 31-32 TE: 32 Digital Presentations TE: 31	D1.1.K-2. Explain why the compelling question is important to the student. D3.1.K-2. Gather relevant information from one or two sources while using the origin and structure to guide the selection.
Lesson 2, How do we get what we need or want? FC: 35-36 SW: 33-34 TE: 34 Digital Presentations TE: 33	D1.1.K-2. Explain why the compelling question is important to the student. 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.
Lesson 3, How do we use money? FC: 37-38 SW: 35-36 TE: 36 Digital Presentations TE: 35	D1.1.K-2. Explain why the compelling question is important to the student. D2.Eco.5.K-2. Identify prices of products in a local market.
Collaboration and Creativity: Listening and Speaking FC: 39-40 SW: 37-38 TE: 38 Digital Presentations TE: 37	D2.Eco.2.K-2. Identify the benefits and costs of making various personal decisions.

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<p>Lesson 4, What are jobs that people do? FC: 41-42 SW: 39-40 TE: 40 Digital Presentations TE: 39</p>	<p>D1.1.K-2. Explain why the compelling question is important to the student. 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.12.K-2. Describe examples of the goods and services that governments provide.</p>
<p>Reading Skills: Cause and Effect FC: 43-44 SW: 41-42 TE: 42 Digital Presentation TE: 41</p>	<p>D2.His.14.K-2. Generate possible reasons for an event or development in the past. D3.1.K-2. Gather relevant information from one or two sources while using the origin and structure to guide the selection.</p>
<p>Lesson 5, Why do we make choices? FC: 45-46 SW: 43-44 TE: 44 Digital Presentations TE: 43</p>	<p>D1.1.K-2. Explain why the compelling question is important to the student. D2.Eco.1.K-2. Explain how scarcity necessitates decision making. D2.Eco.2.K-2. Identify the benefits and costs of making various personal decisions.</p>
<p>Lesson 6, What are goods and services? FC: 47-48 SW: 45-46 TE: 46 Digital Presentations TE: 45</p>	<p>D1.1.K-2. Explain why the compelling question is important to the student. 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.</p>
<p>Review and Assessment myStory Book FC: 49 SW: 47 TE: 48 Digital Presentation, Performance Assessment TE: 47</p>	<p>D2.Eco.3.K-2. Describe the skills and knowledge required to produce certain goods and services.</p>

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Chapter 3, Where We Live	
What is the world like? myStory Spark FC: 50-51 SW: 49-50 TE: 51 Digital Presentations TE: 49, 50	D1.1.K-2. Explain why the compelling question is important to the student. D2.Geo.4.K-2. Explain how weather, climate, and other environmental characteristics affect people’s lives in a place or region.
Vocabulary Preview FC: 53 SW: 52 TE: 52	D2.Geo.3.K-2. Use maps, globes, and other simple geographic models to identify cultural and environmental characteristics of places.
Lesson 1, Where do we live? FC: 54-55 SW: 53-54 TE: 54 Digital Presentations TE: 53	D1.1.K-2. Explain why the compelling question is important to the student. D2.Geo.2.K-2. Use maps, graphs, photographs, and other representations to describe places and the relationships and interactions that shape them. D3.1.K-2. Gather relevant information from one or two sources while using the origin and structure to guide the selection.
Lesson 2, Where are places located? FC: 56-57 SW: 55-56 TE: 56 Digital Presentations TE: 55	D1.1.K-2. Explain why the compelling question is important to the student. D2.Geo.2.K-2. Use maps, graphs, photographs, and other representations to describe places and the relationships and interactions that shape them.
Lesson 3, What do maps show? FC: 58-59 SW: 57-58 TE: 58 Digital Presentations TE: 57	D1.1.K-2. Explain why the compelling question is important to the student. 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.
Map skills: Cardinal Directions FC: 60-61 SW: 59-60 TE: 60 Digital Presentation TE: 59	D2.Geo.2.K-2. Use maps, graphs, photographs, and other representations to describe places and the relationships and interactions that shape them.

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<p>Lesson 4, What are landforms? FC: 62-63 SW: 61-62 TE: 62 Digital Presentations TE: 61</p>	<p>D1.1.K-2. Explain why the compelling question is important to the student. D2.Geo.3.K-2. Use maps, globes, and other simple geographic models to identify cultural and environmental characteristics of places.</p>
<p>Lesson 5, What are bodies of water? FC: 64-65 SW: 63-64 TE: 64 Digital Presentations TE: 63</p>	<p>D1.1.K-2. Explain why the compelling question is important to the student. D2.Geo.3.K-2. Use maps, globes, and other simple geographic models to identify cultural and environmental characteristics of places.</p>
<p>Reading Skills: Classify and Categorize FC: 66-67 SW: 65-66 TE: 66 Digital Presentation TE: 65</p>	<p>D2.Geo.3.K-2. Use maps, globes, and other simple geographic models to identify cultural and environmental characteristics of places. D2.Geo.4.K-2. Explain how weather, climate, and other environmental characteristics affect people’s lives in a place or region.</p>
<p>Lesson 6, What do globes show? FC: 68-69 SW: 67-68 TE: 68 Digital Presentations TE: 67</p>	<p>D1.1.K-2. Explain why the compelling question is important to the student. D2.Geo.3.K-2. Use maps, globes, and other simple geographic models to identify cultural and environmental characteristics of places.</p>
<p>Lesson 7, What is weather like? FC: 70-71 SW: 69-70 TE: 70 Digital Presentations TE: 69</p>	<p>D1.1.K-2. Explain why the compelling question is important to the student. D2.Geo.4.K-2. Explain how weather, climate, and other environmental characteristics affect people’s lives in a place or region.</p>
<p>Lesson 8, What are the seasons? FC: 72-73 SW: 71-72 TE: 72 Digital Presentations TE: 71</p>	<p>D1.1.K-2. Explain why the compelling question is important to the student. D2.Geo.4.K-2. Explain how weather, climate, and other environmental characteristics affect people’s lives in a place or region.</p>

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<p>Lesson 9, How do we use Earth's resources? FC: 74-75 SW: 73-74 TE: 74 Digital Presentations TE: 73</p>	<p>D1.1.K-2. Explain why the compelling question is important to the student. D2.Geo.5.K-2. Describe how human activities affect the cultural and environmental characteristics of places or regions. D2.Geo.8.K-2. Compare how people in different types of communities use local and distant environments to meet their daily needs.</p>
<p>Review and Assessment myStory Book FC: 76 SW: 75 TE: 76 Digital Presentation, Performance Assessment TE: 75</p>	<p>D2.Geo.6.K-2. Identify some cultural and environmental characteristics of specific places.</p>
Chapter 4, Our Traditions	
<p>How is culture shared? myStory Spark FC: 77-78 SW: 77-78 TE: 79 Digital Presentations TE: 77, 78</p>	<p>D1.1.K-2. Explain why the compelling question is important to the student. D2.Geo.6.K-2. Identify some cultural and environmental characteristics of specific places.</p>
<p>Vocabulary Preview FC: 80 SW: 80 TE: 80</p>	<p>D2.Geo.6.K-2. Identify some cultural and environmental characteristics of specific places.</p>
<p>Lesson 1, How are people alike and different? FC: 81-82 SW: 81-82 TE: 82 Digital Presentations TE: 81</p>	<p>D1.1.K-2. Explain why the compelling question is important to the student. D2.Geo.6.K-2. Identify some cultural and environmental characteristics of specific places.</p>
<p>Reading Skills: Compare and Contrast FC: 83-84 SW: 83-84 TE: 84 Digital Presentation TE: 83</p>	<p>D2.Geo.6.K-2. Identify some cultural and environmental characteristics of specific places.</p>

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<p>Lesson 2, How are families alike and different? FC: 85-86 SW: 85-86 TE: 86 Digital Presentations TE: 85</p>	<p>D1.1.K-2. Explain why the compelling question is important to the student. D2.Geo.6.K-2. Identify some cultural and environmental characteristics of specific places.</p>
<p>Lesson 3, What is culture? FC: 87-88 SW: 87-88 TE: 88 Digital Presentations TE: 87</p>	<p>D1.1.K-2. Explain why the compelling question is important to the student. D2.Geo.6.K-2. Identify some cultural and environmental characteristics of specific places.</p>
<p>Lesson 4, How do we celebrate? FC: 89-90 SW: 89-90 TE: 90 Digital Presentations TE: 89</p>	<p>D1.1.K-2. Explain why the compelling question is important to the student. D2.Geo.6.K-2. Identify some cultural and environmental characteristics of specific places.</p>
<p>Lesson 5, What are national holidays? FC: 91-92 SW: 91-92 TE: 92 Digital Presentations TE: 91</p>	<p>D1.1.K-2. Explain why the compelling question is important to the student. D2.Civ.1.K-2. Describe roles and responsibilities of people in authority. D2.Geo.6.K-2. Identify some cultural and environmental characteristics of specific places.</p>
<p>Lesson 6, Who are American folk heroes? FC: 93-94 SW: 93-94 TE: 94 Digital Presentations TE: 93</p>	<p>D1.1.K-2. Explain why the compelling question is important to the student. 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.</p>
<p>Lesson 7, What are other cultures like? FC: 95-96 SW: 95-96 TE: 96 Digital Presentations TE: 95</p>	<p>D1.1.K-2. Explain why the compelling question is important to the student. D2.Geo.6.K-2. Identify some cultural and environmental characteristics of specific places.</p>

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<p>Critical Thinking: Distinguish Fact From Fiction FC: 97-98 SW: 97-98 TE: 98 Digital Presentation TE: 97</p>	<p>D3.2.K-2. Evaluate a source by distinguishing between fact and opinion.</p>
<p>Review and Assessment myStory Book FC: 99 SW: 99 TE: 100 Digital Presentation, Performance Assessment TE: 99</p>	<p>D2.Geo.6.K-2. Identify some cultural and environmental characteristics of specific places.</p>
Chapter 5, Life Then and Now	
<p>How does life change throughout history? myStory Spark FC: 100-101 SW: 101-102 TE: 103 Digital Presentations TE: 101, 102</p>	<p>D1.1.K-2. Explain why the compelling question is important to the student. D2.His.1.K-2. Create a chronological sequence of multiple events. D2.His.2.K-2. Compare life in the past to life today.</p>
<p>Vocabulary Preview FC: 102-103 SW: 104 TE: 104</p>	<p>D2.His.2.K-2. Compare life in the past to life today.</p>
<p>Lesson 1, What is my personal history? FC: 104-105 SW: 105-106 TE: 106 Digital Presentations TE: 105</p>	<p>D1.1.K-2. Explain why the compelling question is important to the student. D2.His.1.K-2. Create a chronological sequence of multiple events. D2.His.2.K-2. Compare life in the past to life today.</p>
<p>Reading Skills: Sequence FC: 106-107 SW: 107-108 TE: 108 Digital Presentation TE: 107</p>	<p>D2.His.1.K-2. Create a chronological sequence of multiple events.</p>

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<p>Lesson 2, How do we talk about time? FC: 108-109 SW: 109-110 TE: 110 Digital Presentations TE: 109</p>	<p>D1.1.K-2. Explain why the compelling question is important to the student. D2.His.1.K-2. Create a chronological sequence of multiple events.</p>
<p>Lesson 3, How do we measure time? FC: 110-111 SW: 111-112 TE: 112 Digital Presentations TE: 111</p>	<p>D1.1.K-2. Explain why the compelling question is important to the student. D2.His.1.K-2. Create a chronological sequence of multiple events.</p>
<p>Lesson 4, What is a time line? FC: 112-113 SW: 113-114 TE: 114 Digital Presentations TE: 113</p>	<p>D1.1.K-2. Explain why the compelling question is important to the student. D2.His.1.K-2. Create a chronological sequence of multiple events.</p>
<p>Lesson 5, How can we learn about history? FC: 114-115 SW: 115-116 TE: 116 Digital Presentations TE: 115</p>	<p>D1.1.K-2. Explain why the compelling question is important to the student. 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.</p>
<p>Critical Thinking: Use Illustrations FC: 116-117 SW: 117-118 TE: 118 Digital Presentation TE: 117</p>	<p>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. D3.1.K-2. Gather relevant information from one or two sources while using the origin and structure to guide the selection.</p>
<p>Lesson 6, Who are American heroes from the past? FC: 118-119 SW: 119-120 TE: 120 Digital Presentations TE: 119</p>	<p>D1.1.K-2. Explain why the compelling question is important to the student. D2.Civ.1.K-2. Describe roles and responsibilities of people in authority. D2.Civ.2.K-2. Explain how all people, not just official leaders, play important roles in a community. D2.His.3.K-2. Generate questions about individuals and groups who have shaped a significant historical change.</p>

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<p>Lesson 7, How have families changed? FC: 120-121 SW: 121-122 TE: 122 Digital Presentations TE: 121</p>	<p>D1.1.K-2. Explain why the compelling question is important to the student. D2.His.2.K-2. Compare life in the past to life today.</p>
<p>Lesson 8, How has school changed? FC: 122-123 SW: 123-124 TE: 124 Digital Presentations TE: 123</p>	<p>D1.1.K-2. Explain why the compelling question is important to the student. D2.His.2.K-2. Compare life in the past to life today.</p>
<p>Lesson 9, How have communities changed? FC: 124-125 SW: 125-126 TE: 126 Digital Presentations TE: 125</p>	<p>D1.1.K-2. Explain why the compelling question is important to the student. D2.His.2.K-2. Compare life in the past to life today.</p>
<p>Lesson 10, How has technology changed? FC: 126-127 SW: 127-128 TE: 128 Digital Presentations TE: 127</p>	<p>D1.1.K-2. Explain why the compelling question is important to the student. D2.His.2.K-2. Compare life in the past to life today.</p>
<p>Review and Assessment myStory Book FC: 128 SW: 129 TE: 130 Digital Presentation, Performance Assessment TE: 129</p>	<p>D2.His.2.K-2. Compare life in the past to life today.</p>

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C3 Framework for Social Studies 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

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.

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

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

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.

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

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.

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

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

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ECONOMICS

Dimension 2, Economic Decision Making

INDIVIDUALLY AND WITH OTHERS, STUDENTS...

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

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.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

Dimension 2, The National Economy

INDIVIDUALLY AND WITH OTHERS, STUDENTS...

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

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

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

Dimension 2, The Global Economy

INDIVIDUALLY AND WITH OTHERS, STUDENTS...

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

Dimension 2, Geographic Representations

INDIVIDUALLY AND WITH OTHERS, STUDENTS...

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

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.

D2.Geo.6.K-2. Identify some cultural and environmental characteristics of specific places.

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

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.

Dimension 2, Perspectives

INDIVIDUALLY AND WITH OTHERS, STUDENTS...

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

Dimension 2, Historical Sources and Evidence

INDIVIDUALLY AND WITH OTHERS, STUDENTS...

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.

Dimension 2, Causation and Argumentation

INDIVIDUALLY AND WITH OTHERS, STUDENTS...

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.

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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...

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.

Dimension 4, Critiquing Conclusions

INDIVIDUALLY AND WITH OTHERS, STUDENTS...

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

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

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.