

Main Criteria: College, Career, and Civic Life (C3) Framework for Social Studies
Secondary Criteria: California Content Standards, Pennsylvania Core and Academic Standards
Subject: Social Studies
Grade: 1

Correlation Options: Show All

Main Criteria Standards	California Content Standards	Pennsylvania Core and Academic Standards
Social Studies		
Grade 1		
INDICATOR / CONCEPT: D1.1.K-2. - Explain why the compelling question is important to the student.		
INDICATOR / CONCEPT: D1.2.K-2. - Identify disciplinary ideas associated with a compelling question.		
INDICATOR / CONCEPT: D1.3.K-2. - Identify facts and concepts associated with a supporting question.		
INDICATOR / CONCEPT: D1.4.K-2. - Make connections between supporting questions and compelling questions.		
INDICATOR / CONCEPT: D1.5.K-2. - Determine the kinds of sources that will be helpful in answering compelling and supporting questions.	K-5.REPV.1. - Students differentiate between primary and secondary sources. K-5.REPV.2. - Students pose relevant questions about events they encounter in historical documents, eyewitness accounts, oral histories, letters, diaries, artifacts, photographs, maps, artworks, and architecture.	8.1.1.C. - Identify sources of historical information.
INDICATOR: D2.Civ.1.K-2. - Describe roles and responsibilities of people in authority.		5.3.1.D. - Identify positions of authority in the classroom community.
INDICATOR: D2.Civ.2.K-2. - Explain how all people, not just official leaders, play important roles in a community.	1.5.1. - Recognize the ways in which they are all part of the same community, sharing principles, goals, and traditions despite their varied ancestry; the forms of diversity in their school and community; and the benefits and challenges	5.3.1.A. - Identify the roles of local government (fire, police, etc.). 5.3.1.C. - Identify the value of fire fighters, police officers and emergency workers in the community.

INDICATOR: D2.Civ.3.K-2. - Explain the need for and purposes of rules in various settings inside and outside of school.	<p>1.1.1. - Understand the rule-making process in a direct democracy (everyone votes on the rules) and in a representative democracy (an elected group of people make the rules), giving examples of both systems in their classroom, school, and community.</p> <p>1.1.2. - Understand the elements of fair play and good sportsmanship, respect for the rights and opinions of others, and respect for rules by which we live, including the meaning of the 'Golden Rule.'</p>	<p>5.1.1.A. - Explain the purposes of rules in the classroom and school community.</p> <p>5.1.1.B. - Explain the importance of rules in the classroom.</p> <p>5.1.1.D. - Explain the importance of written rules and laws.</p>
INDICATOR: D2.Civ.4.K-2. - Begins in grades 3–5		<p>5.3.1.G. - Intentionally Blank</p> <p>5.4.1.C. - Intentionally Blank</p> <p>6.2.1.B. - Intentionally Blank</p> <p>6.2.1.F. - Intentionally Blank</p> <p>6.3.1.B. - Intentionally Blank</p> <p>6.3.1.C. - Intentionally Blank</p> <p>6.4.1.B. - Intentionally Blank</p> <p>6.4.1.C. - Intentionally Blank</p> <p>6.5.1.H. - Intentionally Blank</p> <p>7.4.1.B. - Intentionally Blank</p>
INDICATOR: D2.Civ.5.K-2. - Explain what governments are and some of their functions.		
INDICATOR: D2.Civ.6.K-2. - Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.	1.5.1. - Recognize the ways in which they are all part of the same community, sharing principles, goals, and traditions despite their varied ancestry; the forms of diversity in their school and community; and the benefits and challenges of a diverse population.	
INDICATOR: D2.Civ.7.K-2. - Apply civic virtues when participating in school settings.		<p>5.1.1.E. - Describe students' responsibilities in the school and community.</p> <p>5.2.1.A. - Identify and explain the importance of responsibilities at school and at home.</p>

		5.2.1.D. - Explain responsible school behavior. 5.3.1.F. - Identify and explain behaviors for responsible classroom citizens and possible consequences for inappropriate action.
INDICATOR: D2.Civ.8.K-2. - Describe democratic principles such as equality, fairness, and respect for legitimate authority and rules.		
INDICATOR: 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.		5.4.1.B. - Describe how classrooms can work together.
INDICATOR: D2.Civ.10.K-2. - Compare their own point of view with others' perspectives.		
INDICATOR: D2.Civ.11.K-2. - Explain how people can work together to make decisions in the classroom.	1.1.1. - Understand the rule-making process in a direct democracy (everyone votes on the rules) and in a representative democracy (an elected group of people make the rules), giving	5.1.1.E. - Describe students' responsibilities in the school and community. 5.4.1.E. - Explain how a classroom community reaches compromise.
INDICATOR: D2.Civ.12.K-2. - Identify and explain how rules function in public (classroom and school) settings.	1.1.1. - Understand the rule-making process in a direct democracy (everyone votes on the rules) and in a representative democracy (an elected group of people make the rules), giving examples of both systems in their classroom, school, and community. 1.1.2. - Understand the elements of fair play and good sportsmanship, respect for the rights and opinions of others, and respect for rules by which we live, including the meaning of the 'Golden Rule.'	5.1.1.A. - Explain the purposes of rules in the classroom and school community. 5.1.1.B. - Explain the importance of rules in the classroom. 5.1.1.D. - Explain the importance of written rules and laws.
INDICATOR: D2.Civ.13.K-2. - Begins in grades 3–5		5.3.1.G. - Intentionally Blank 5.4.1.C. - Intentionally Blank 6.2.1.B. - Intentionally Blank 6.2.1.F. - Intentionally Blank 6.3.1.B. - Intentionally Blank

		6.3.1.C. - Intentionally Blank 6.4.1.B. - Intentionally Blank 6.4.1.C. - Intentionally Blank 6.5.1.H. - Intentionally Blank 7.4.1.B. - Intentionally Blank
INDICATOR: D2.Civ.14.K-2. - Describe how people have tried to improve their communities over time.		5.2.1.A. - Identify and explain the importance of responsibilities at school and at home. 5.2.1.C. - Identify school projects / activities that support leadership and public service.
INDICATOR: D2.Eco.1.K-2. - Explain how scarcity necessitates decision making.		6.1.1.A. - Identify scarcity of resources within the family.
INDICATOR: D2.Eco.2.K-2. - Identify the benefits and costs of making various personal decisions.		6.2.1.G. - Define an economic system at the individual level.
INDICATOR: D2.Eco.3.K-2. - Describe the skills and knowledge required to produce certain goods and services.		6.2.1.A. - Identify goods, consumers, and producers. 6.3.1.A. - Identify examples of goods and services. 6.5.1.C. - Identify businesses and their corresponding goods and service.
INDICATOR: 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.		6.2.1.A. - Identify goods, consumers, and producers. 6.3.1.A. - Identify examples of goods and services. 6.5.1.C. - Identify businesses and their corresponding goods and service.
INDICATOR: D2.Eco.5.K-2. - Identify prices of products in a local market.		6.2.1.D. - Explain the role of money in determining price.
INDICATOR: D2.Eco.6.K-2. - Explain how people earn income.		6.5.1.D. - Identify ways to earn money.
INDICATOR: D2.Eco.7.K-2. - Describe examples of costs of production.		
INDICATOR: D2.Eco.8.K-2. - Begins in grades 3-5		5.3.1.G. - Intentionally Blank 5.4.1.C. - Intentionally Blank 6.2.1.B. - Intentionally Blank 6.2.1.F. - Intentionally Blank 6.3.1.B. - Intentionally Blank

		6.3.1.C. - Intentionally Blank 6.4.1.B. - Intentionally Blank 6.4.1.C. - Intentionally Blank 6.5.1.H. - Intentionally Blank 7.4.1.B. - Intentionally Blank
INDICATOR: D2.Eco.9.K-2. - Describe the role of banks in an economy.		
INDICATOR: D2.Eco.10.K-2. - Explain why people save.		6.5.1.G. - Explain the need to save money.
INDICATOR: D2.Eco.11.K-2. - Begins in grades 3–5		5.3.1.G. - Intentionally Blank 5.4.1.C. - Intentionally Blank 6.2.1.B. - Intentionally Blank 6.2.1.F. - Intentionally Blank 6.3.1.B. - Intentionally Blank 6.3.1.C. - Intentionally Blank 6.4.1.B. - Intentionally Blank 6.4.1.C. - Intentionally Blank 6.5.1.H. - Intentionally Blank 7.4.1.B. - Intentionally Blank
INDICATOR: D2.Eco.12.K-2. - Describe examples of the goods and services that governments provide.		5.3.1.B. - Identify the services of local government.
INDICATOR: D2.Eco.13.K-2. - Describe examples of capital goods and human capital.		
INDICATOR: D2.Eco.14.K-2. - Describe why people in one country trade goods and services with people in other countries.		
INDICATOR: D2.Eco.15.K-2. - Describe products that are produced abroad and sold domestically and products that are produced domestically and sold abroad.		
INDICATOR: D2.Geo.1.K-2. - Construct maps, graphs, and other representations of familiar places.		

INDICATOR: D2.Geo.2.K-2. - Use maps, graphs, photographs, and other representations to describe places and the relationships and interactions that shape them.	<p>1.2.1. - Locate on maps and globes their local community, California, the United States, the seven continents, and the four oceans.</p> <p>K-5.CST.4. - Students use map and globe skills to determine the absolute locations of places and interpret information available through a map's or globe's legend, scale, and symbolic representations.</p>	7.1.1.A. - Identify geographic tools.
INDICATOR: D2.Geo.3.K-2. - Use maps, globes, and other simple geographic models to identify cultural and environmental characteristics of places.	<p>1.2.1. - Locate on maps and globes their local community, California, the United States, the seven continents, and the four oceans.</p> <p>1.2.2. - Compare the information that can be derived from a three-dimensional model to the information that can be derived from a picture of the same location.</p> <p>K-5.CST.4. - Students use map and globe skills to determine the absolute locations of places and interpret information available through a map's or globe's legend, scale, and symbolic representations.</p>	7.1.1.A. - Identify geographic tools.
INDICATOR: D2.Geo.4.K-2. - Explain how weather, climate, and other environmental characteristics affect people's lives in a place or region.	<p>1.2.4. - Describe how location, weather, and physical environment affect the way people live, including the effects on their food, clothing, shelter, transportation, and recreation.</p> <p>K-5.CST.5. - Students judge the significance of the relative location of a place (e.g., proximity to a harbor, on trade routes) and analyze how relative advantages or disadvantages can change over time.</p>	7.2.1.B. - Identify the basic physical processes that affect the physical characteristics of places.
INDICATOR: D2.Geo.5.K-2. - Describe how human activities affect the cultural and environmental characteristics of places or regions.		

INDICATOR: D2.Geo.6.K-2. - Identify some cultural and environmental characteristics of specific places.	K-5.HI.2. - Students identify the human and physical characteristics of the places they are studying and explain how those features form the unique character of those places.	7.1.1.B. - Describe places in geographic reference in physical features.
INDICATOR: D2.Geo.7.K-2. - Explain why and how people, goods, and ideas move from place to place.		
INDICATOR: D2.Geo.8.K-2. - Compare how people in different types of communities use local and distant environments to meet their daily needs.		
INDICATOR: D2.Geo.9.K-2. - Describe the connections between the physical environment of a place and the economic activities found there.		
INDICATOR: D2.Geo.10.K-2. - Describe changes in the physical and cultural characteristics of various world regions.		
INDICATOR: D2.Geo.11.K-2. - Explain how the consumption of products connects people to distant places.		
INDICATOR: D2.Geo.12.K-2. - Identify ways that a catastrophic disaster may affect people living in a place.		
INDICATOR: D2.His.1.K-2. - Create a chronological sequence of multiple events.	K-5.CST.1. - Students place key events and people of the historical era they are studying in a chronological sequence and within a spatial context; they interpret time lines. K-5.CST.2. - Students correctly apply terms related to time, including past, present, future, decade, century, and generation.	8.1.1.A. - Demonstrate an understanding of chronology.
INDICATOR: D2.His.2.K-2. - Compare life in the past to life today.	1.4.3. - Recognize similarities and differences of earlier generations in such areas as work (inside and outside the home), dress, manners, stories, games, and festivals, drawing from biographies, oral histories, and folklore.	8.3.1.C. - Identify examples of change.

	K-5.CST.3. - Students explain how the present is connected to the past, identifying both similarities and differences between the two, and how some things change over time and some things stay the same.	
INDICATOR: D2.His.3.K-2. - Generate questions about individuals and groups who have shaped a significant historical change.	K-5.REPV.2. - Students pose relevant questions about events they encounter in historical documents, eyewitness accounts, oral histories, letters, diaries, artifacts, photographs, maps, artworks, and architecture.	8.3.1.A. - Identify Americans who played a significant role in American history.
INDICATOR: D2.His.4.K-2. - Compare perspectives of people in the past to those of people in the present.		
INDICATOR: D2.His.5.K-2. - Begins in grades 3–5		5.3.1.G. - Intentionally Blank 5.4.1.C. - Intentionally Blank 6.2.1.B. - Intentionally Blank 6.2.1.F. - Intentionally Blank 6.3.1.B. - Intentionally Blank 6.3.1.C. - Intentionally Blank 6.4.1.B. - Intentionally Blank 6.4.1.C. - Intentionally Blank 6.5.1.H. - Intentionally Blank 7.4.1.B. - Intentionally Blank
INDICATOR: D2.His.6.K-2. - Compare different accounts of the same historical event.		
INDICATOR: D2.His.7.K-2. - Begins in grades 9–12		5.3.1.G. - Intentionally Blank 5.4.1.C. - Intentionally Blank 6.2.1.B. - Intentionally Blank 6.2.1.F. - Intentionally Blank 6.3.1.B. - Intentionally Blank 6.3.1.C. - Intentionally Blank 6.4.1.B. - Intentionally Blank 6.4.1.C. - Intentionally Blank 6.5.1.H. - Intentionally Blank 7.4.1.B. - Intentionally Blank
INDICATOR: D2.His.8.K-2. - Begins in grades		5.3.1.G. - Intentionally Blank

9–12		5.4.1.C. - Intentionally Blank 6.2.1.B. - Intentionally Blank 6.2.1.F. - Intentionally Blank 6.3.1.B. - Intentionally Blank 6.3.1.C. - Intentionally Blank 6.4.1.B. - Intentionally Blank 6.4.1.C. - Intentionally Blank 6.5.1.H. - Intentionally Blank 7.4.1.B. - Intentionally Blank
INDICATOR: D2.His.9.K-2. - Identify different kinds of historical sources.	K-5.REPV.1. - Students differentiate between primary and secondary sources. K-5.REPV.2. - Students pose relevant questions about events they encounter in historical documents, eyewitness accounts, oral histories, letters, diaries, artifacts, photographs, maps, artworks, and architecture.	8.1.1.C. - Identify sources of historical information.
INDICATOR: D2.His.10.K-2. - Explain how historical sources can be used to study the past.	K-5.REPV.1. - Students differentiate between primary and secondary sources. K-5.REPV.2. - Students pose relevant questions about events they encounter in historical documents, eyewitness accounts, oral histories, letters, diaries, artifacts, photographs, maps, artworks, and architecture.	8.1.1.C. - Identify sources of historical information.
INDICATOR: D2.His.11.K-2. - Identify the maker, date, and place of origin for a historical source from information within the source itself.	K-5.REPV.1. - Students differentiate between primary and secondary sources. K-5.REPV.2. - Students pose relevant questions about events they encounter in historical documents, eyewitness accounts, oral histories, letters, diaries, artifacts, photographs, maps, artworks, and architecture.	
INDICATOR: D2.His.12.K-2. - Generate questions about a particular historical source as	K-5.REPV.1. - Students differentiate between primary and secondary sources.	8.1.1.C. - Identify sources of historical information.

it relates to a particular historical event or development.	K-5.REPV.2. - Students pose relevant questions about events they encounter in historical documents, eyewitness accounts, oral histories, letters, diaries, artifacts, photographs, maps, artworks, and architecture.	
INDICATOR: D2.His.13.K-2. - Begins at grade 3–5		5.3.1.G. - Intentionally Blank 5.4.1.C. - Intentionally Blank 6.2.1.B. - Intentionally Blank 6.2.1.F. - Intentionally Blank 6.3.1.B. - Intentionally Blank 6.3.1.C. - Intentionally Blank 6.4.1.B. - Intentionally Blank 6.4.1.C. - Intentionally Blank 6.5.1.H. - Intentionally Blank 7.4.1.B. - Intentionally Blank
INDICATOR: D2.His.14.K-2. - Generate possible reasons for an event or development in the past.	K-5.HI.3. - Students identify and interpret the multiple causes and effects of historical events.	
INDICATOR: D2.His.15.K-2. - Begins in grades 6–8		5.3.1.G. - Intentionally Blank 5.4.1.C. - Intentionally Blank 6.2.1.B. - Intentionally Blank 6.2.1.F. - Intentionally Blank 6.3.1.B. - Intentionally Blank 6.3.1.C. - Intentionally Blank 6.4.1.B. - Intentionally Blank 6.4.1.C. - Intentionally Blank 6.5.1.H. - Intentionally Blank 7.4.1.B. - Intentionally Blank
INDICATOR: D2.His.16.K-2. - Select which reasons might be more likely than others to explain a historical event or development.	K-5.HI.3. - Students identify and interpret the multiple causes and effects of historical events.	
INDICATOR: D2.His.17.K-2. - Begins in grades 3–5		5.3.1.G. - Intentionally Blank 5.4.1.C. - Intentionally Blank 6.2.1.B. - Intentionally Blank 6.2.1.F. - Intentionally Blank 6.3.1.B. - Intentionally Blank 6.3.1.C. - Intentionally Blank

		6.4.1.B. - Intentionally Blank 6.4.1.C. - Intentionally Blank 6.5.1.H. - Intentionally Blank 7.4.1.B. - Intentionally Blank
INDICATOR / CONCEPT: D3.1.K-2. - Gather relevant information from one or two sources while using the origin and structure to guide the selection.	K-5.REPV.1. - Students differentiate between primary and secondary sources. K-5.REPV.2. - Students pose relevant questions about events they encounter in historical documents, eyewitness accounts, oral histories, letters, diaries, artifacts, photographs, maps, artworks, and architecture.	8.1.1.C. - Identify sources of historical information.
INDICATOR / CONCEPT: D3.2.K-2. - Evaluate a source by distinguishing between fact and opinion.	K-5.REPV.3. - Students distinguish fact from fiction by comparing documentary sources on historical figures and events with fictionalized characters and events.	
INDICATOR / CONCEPT: D3.3.K-2. - Begins in grades 3–5		5.3.1.G. - Intentionally Blank 5.4.1.C. - Intentionally Blank 6.2.1.B. - Intentionally Blank 6.2.1.F. - Intentionally Blank 6.3.1.B. - Intentionally Blank 6.3.1.C. - Intentionally Blank 6.4.1.B. - Intentionally Blank 6.4.1.C. - Intentionally Blank 6.5.1.H. - Intentionally Blank 7.4.1.B. - Intentionally Blank
INDICATOR / CONCEPT: D3.4.K-2. - Begins in grades 3–5		5.3.1.G. - Intentionally Blank 5.4.1.C. - Intentionally Blank 6.2.1.B. - Intentionally Blank 6.2.1.F. - Intentionally Blank 6.3.1.B. - Intentionally Blank 6.3.1.C. - Intentionally Blank 6.4.1.B. - Intentionally Blank 6.4.1.C. - Intentionally Blank 6.5.1.H. - Intentionally Blank 7.4.1.B. - Intentionally Blank
INDICATOR / CONCEPT: D4.1.K-2. - Construct an argument with reasons.		

INDICATOR / CONCEPT: D4.2.K-2. - Construct explanations using correct sequence and relevant information.	K-5.CST.1. - Students place key events and people of the historical era they are studying in a chronological sequence and within a spatial context; they interpret time lines.	
INDICATOR / CONCEPT: D4.3.K-2. - Present a summary of an argument using print, oral, and digital technologies.		
INDICATOR / CONCEPT: D4.4.K-2. - Ask and answer questions about arguments.		
INDICATOR / CONCEPT: D4.5.K-2. - Ask and answer questions about explanations.		
INDICATOR / CONCEPT: 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.		5.2.1.A. - Identify and explain the importance of responsibilities at school and at home. 5.2.1.C. - Identify school projects / activities that support leadership and public service.
INDICATOR / CONCEPT: D4.7.K-2. - Identify ways to take action to help address local, regional, and global problems.		5.2.1.A. - Identify and explain the importance of responsibilities at school and at home. 5.2.1.C. - Identify school projects / activities that support leadership and public service.
INDICATOR / CONCEPT: D4.8.K-2. - Use listening, consensus-building, and voting procedures to decide on and take action in their classrooms.	1.1.1. - Understand the rule-making process in a direct democracy (everyone votes on the rules) and in a representative democracy (an elected group of people make the rules), giving examples of both systems in their classroom, school, and community.	5.1.1.E. - Describe students' responsibilities in the school and community. 5.4.1.B. - Describe how classrooms can work together. 5.4.1.E. - Explain how a classroom community reaches compromise.