

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: 2

Correlation Options: Show All

Main Criteria Standards	California Content Standards	Pennsylvania Core and Academic Standards
Social Studies		
Grade 2		
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 - Students pose relevant questions about events they encounter in historical documents, eyewitness accounts, oral histories, letters, diaries, artifacts, photographs, maps, artworks, and architecture.	8.1.2.C. - Apply sources of historical information.
INDICATOR: D2.Civ.1.K-2. - Describe roles and responsibilities of people in authority.		5.3.2.D. - Identify positions of authority at school.
INDICATOR: D2.Civ.2.K-2. - Explain how all people, not just official leaders, play important roles in a community.		
INDICATOR: D2.Civ.3.K-2. - Explain the need for and purposes of rules in various settings inside and outside of school.		5.1.2.A. - Explain the purposes of rules and their consequences in the classroom and school community.

		<p>5.1.2.B. - Explain the importance of rules in the classroom and school community.</p> <p>5.1.2.D. - Explain why school rules are written and posted.</p>
INDICATOR: D2.Civ.4.K-2. - Begins in grades 3–5		<p>5.3.2.G. - Intentionally Blank</p> <p>6.3.2.B. - Intentionally Blank</p> <p>6.4.2.B. - Intentionally Blank</p> <p>7.4.2.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.		
INDICATOR: D2.Civ.7.K-2. - Apply civic virtues when participating in school settings.		<p>5.2.2.A - Identify and explain the importance of responsibilities at school at home and the community.</p> <p>5.3.2.F. - Identify and explain behaviors for responsible school citizens and possible consequences for inappropriate action.</p>
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.		5.1.2.C. - Define fairness in working with others.
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.		
INDICATOR: D2.Civ.12.K-2. - Identify and explain how rules function in public (classroom and school) settings.		5.1.2.A. - Explain the purposes of rules and their consequences in the classroom and school community.

		<p>5.1.2.B. - Explain the importance of rules in the classroom and school community.</p> <p>5.1.2.D. - Explain why school rules are written and posted.</p>
INDICATOR: D2.Civ.13.K-2. - Begins in grades 3–5		<p>5.3.2.G. - Intentionally Blank</p> <p>6.3.2.B. - Intentionally Blank</p> <p>6.4.2.B. - Intentionally Blank</p> <p>7.4.2.B. - Intentionally Blank</p>
INDICATOR: D2.Civ.14.K-2. - Describe how people have tried to improve their communities over time.		<p>5.2.2.A - Identify and explain the importance of responsibilities at school at home and the community.</p> <p>5.2.2.C. - Identify community projects/activities that support leadership and public service.</p> <p>5.2.2.D. - Explain responsible community behavior.</p>
INDICATOR: D2.Eco.1.K-2. - Explain how scarcity necessitates decision making.		6.1.2.A. - Identify scarcity of resources within the school community.
INDICATOR: D2.Eco.2.K-2. - Identify the benefits and costs of making various personal decisions.		<p>6.1.2.C. - Explain how choice has consequences.</p> <p>6.2.2.C. - Define personal choice as related to buying an item.</p>
INDICATOR: D2.Eco.3.K-2. - Describe the skills and knowledge required to produce certain goods and services.		<p>6.2.2.A. - Identify goods, services, consumers, and producers in the local community.</p> <p>6.3.2.A. - Identify examples of goods and services provided by the private sector.</p>
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.		<p>6.2.2.A. - Identify goods, services, consumers, and producers in the local community.</p> <p>6.3.2.A. - Identify examples of goods and services provided by the private sector.</p>
INDICATOR: D2.Eco.5.K-2. - Identify prices of products in a local market.		6.2.2.D. - Explain how demand for a consumer good impacts price.
INDICATOR: D2.Eco.6.K-2. - Explain how people earn income.		

INDICATOR: D2.Eco.7.K-2. - Describe examples of costs of production.	2.4.3. - Understand how limits on resources affect production and consumption (what to produce and what to consume).	
INDICATOR: D2.Eco.8.K-2. - Begins in grades 3-5		5.3.2.G. - Intentionally Blank 6.3.2.B. - Intentionally Blank 6.4.2.B. - Intentionally Blank 7.4.2.B. - Intentionally Blank
INDICATOR: D2.Eco.9.K-2. - Describe the role of banks in an economy.		6.2.2.F. - Describe the role of financial institutions as related to consumers' financial needs.
INDICATOR: D2.Eco.10.K-2. - Explain why people save.		6.5.2.D. - Describe money saving behaviors. 6.5.2.G. - Identify how saving for a purchase occurs over time. 6.5.2.H. - Describe why people save money in the local bank.
INDICATOR: D2.Eco.11.K-2. - Begins in grades 3–5		5.3.2.G. - Intentionally Blank 6.3.2.B. - Intentionally Blank 6.4.2.B. - Intentionally Blank 7.4.2.B. - Intentionally Blank
INDICATOR: D2.Eco.12.K-2. - Describe examples of the goods and services that governments provide.		5.3.2.A. - Identify the role government plays in the community (education, transportation). 5.3.2.C. - Identify other types of services provided by local government. 5.3.2.I. - Define taxes and why they are paid. 6.1.2.D. - Identify a choice based on community interest.
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		6.3.2.D. - Identify products produced outside the United States.

domestically and products that are produced domestically and sold abroad.		6.4.2.C. - Identify products that come from many different countries.
INDICATOR: D2.Geo.1.K-2. - Construct maps, graphs, and other representations of familiar places.	2.2.1. - Locate on a simple letter-number grid system the specific locations and geographic features in their neighborhood or community (e.g., map of the classroom, the school).	
INDICATOR: D2.Geo.2.K-2. - Use maps, graphs, photographs, and other representations to describe places and the relationships and interactions that shape them.	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.	7.1.2.A. - Identify how basic geographic tools are used to organize information.
INDICATOR: D2.Geo.3.K-2. - Use maps, globes, and other simple geographic models to identify cultural and environmental characteristics of places.	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.	7.1.2.A. - Identify how basic geographic tools are used to organize information.
INDICATOR: D2.Geo.4.K-2. - Explain how weather, climate, and other environmental characteristics affect people's lives in a place or region.	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.	7.2.2.B. - Identify the basic physical processes that affect the physical characteristics regions.
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.	7.1.2.B. - Describe regions in geographic reference using physical features 7.2.2.A. - Identify the physical characteristics of places.
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.	8.1.2.A. - Read and interpret information on simple timelines.
INDICATOR: D2.His.2.K-2. - Compare life in the past to life today.	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,	8.3.2.A. - Identify groups and organizations and 8.3.2.D. - Demonstrate an understanding of how different groups describe the same event or situation.
INDICATOR: D2.His.4.K-2. - Compare perspectives of people in the past to those of people in the present.		8.3.2.C. - Identify facts related to how different people describe the same event at different time periods. 8.3.2.D. - Demonstrate an understanding of how different groups describe the same event or situation.
INDICATOR: D2.His.5.K-2. - Begins in grades 3–5		5.3.2.G. - Intentionally Blank 6.3.2.B. - Intentionally Blank

		6.4.2.B. - Intentionally Blank 7.4.2.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		5.3.2.G. - Intentionally Blank 6.3.2.B. - Intentionally Blank 6.4.2.B. - Intentionally Blank 7.4.2.B. - Intentionally Blank
INDICATOR: D2.His.8.K-2. - Begins in grades 9–12		5.3.2.G. - Intentionally Blank 6.3.2.B. - Intentionally Blank 6.4.2.B. - Intentionally Blank 7.4.2.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.	8.1.2.C. - Apply 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.	8.1.2.C. - Apply 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.	

<p>INDICATOR: D2.His.12.K-2. - Generate questions about a particular historical source as it relates to a particular historical event or development.</p>	<p>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.</p>	<p>8.1.2.C. - Apply sources of historical information.</p>
<p>INDICATOR: D2.His.13.K-2. - Begins at grade 3–5</p>		<p>5.3.2.G. - Intentionally Blank 6.3.2.B. - Intentionally Blank 6.4.2.B. - Intentionally Blank 7.4.2.B. - Intentionally Blank</p>
<p>INDICATOR: D2.His.14.K-2. - Generate possible reasons for an event or development in the past.</p>	<p>K-5.HI.3. - Students identify and interpret the multiple causes and effects of historical events.</p>	
<p>INDICATOR: D2.His.15.K-2. - Begins in grades 6–8</p>		<p>5.3.2.G. - Intentionally Blank 6.3.2.B. - Intentionally Blank 6.4.2.B. - Intentionally Blank 7.4.2.B. - Intentionally Blank</p>
<p>INDICATOR: D2.His.16.K-2. - Select which reasons might be more likely than others to explain a historical event or development.</p>	<p>K-5.HI.3. - Students identify and interpret the multiple causes and effects of historical events.</p>	
<p>INDICATOR: D2.His.17.K-2. - Begins in grades 3–5</p>		<p>5.3.2.G. - Intentionally Blank 6.3.2.B. - Intentionally Blank 6.4.2.B. - Intentionally Blank 7.4.2.B. - Intentionally Blank</p>
<p>INDICATOR / CONCEPT: D3.1.K-2. - Gather relevant information from one or two sources while using the origin and structure to guide the selection.</p>	<p>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.</p>	<p>8.1.2.C. - Apply sources of historical information.</p>

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		5.3.2.G. - Intentionally Blank 6.3.2.B. - Intentionally Blank 6.4.2.B. - Intentionally Blank 7.4.2.B. - Intentionally Blank
INDICATOR / CONCEPT: D3.4.K-2. - Begins in grades 3–5		5.3.2.G. - Intentionally Blank 6.3.2.B. - Intentionally Blank 6.4.2.B. - Intentionally Blank 7.4.2.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.		5.2.2.A - Identify and explain the importance of responsibilities at school at home and the community. 5.2.2.C. - Identify community projects/activities that support leadership and public service. 5.2.2.D. - Explain responsible community behavior.
INDICATOR / CONCEPT: D4.7.K-2. - Identify ways to take action to help address local, regional, and global problems.		5.2.2.A - Identify and explain the importance of responsibilities at school at home and the community.

		<p>5.2.2.C. - Identify community projects/activities that support leadership and public service.</p> <p>5.2.2.D. - Explain responsible community behavior.</p>
<p>INDICATOR / CONCEPT: D4.8.K-2. - Use listening, consensus-building, and voting procedures to decide on and take action in their classrooms.</p>		<p>5.1.2.C. - Define fairness in working with others.</p>