

**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:** 3

**Correlation Options:** Show All

Main Criteria Standards	California Content Standards	Pennsylvania Core and Academic Standards
<b>Social Studies</b>		
<b>Grade 3</b>		
INDICATOR / CONCEPT: <b>D1.1.3-5.</b> - Explain why compelling questions are important to others (e.g., peers, adults).		
INDICATOR / CONCEPT: <b>D1.2.3-5.</b> - Identify disciplinary concepts and ideas associated with a compelling question that are open to different interpretations.		
INDICATOR / CONCEPT: <b>D1.3.3-5.</b> - Identify the disciplinary concepts and ideas associated with a supporting question that are open to interpretation.		
INDICATOR / CONCEPT: <b>D1.4.3-5.</b> - Explain how supporting questions help answer compelling questions in an inquiry.		
INDICATOR / CONCEPT: <b>D1.5.3-5.</b> - Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration the different opinions people have about how to answer the questions.	<b>K-5.REPV.1.</b> - Students differentiate between primary and secondary sources. <b>K-5.REPV.2.</b> - Students pose relevant questions about events they encounter in historical documents, eyewitness accounts, oral histories, letters, diaries, artifacts, photographs, maps, artworks, and architecture.	<b>8.1.3.B.</b> - Identify fact, opinion, multiple points of view, and primary sources as related to <b>8.1.3.C.</b> - Conduct teacher guided inquiry on assigned topics using specified historical sources. (Reference RWSL Standard 1.8.3 Research)
INDICATOR: <b>D2.Civ.1.3-5.</b> - Distinguish the responsibilities and powers of government officials at various levels and branches of government and in different times and places.		

INDICATOR: <b>D2.Civ.2.3-5</b> . - Explain how a democracy relies on people's responsible participation, and draw implications for how individuals should participate.	<b>3.4.2</b> . - Discuss the importance of public virtue and the role of citizens, including how to participate in a classroom, in the community, and in civic life.	
INDICATOR: <b>D2.Civ.3.3-5</b> . - Examine the origins and purposes of rules, laws, and key U.S. constitutional provisions.	<b>3.4.1</b> . - Determine the reasons for rules, laws, and the U.S. Constitution; the role of citizenship in the promotion of rules and laws; and the	<b>5.1.3.A</b> . - Explain the purposes of rules, laws, <b>5.1.3.B</b> . - Explain rules and laws for the classroom, school, and community.
INDICATOR: <b>D2.Civ.4.3-5</b> . - Explain how groups of people make rules to create responsibilities and protect freedoms.	<b>3.4.1</b> . - Determine the reasons for rules, laws, and the U.S. Constitution; the role of citizenship in the promotion of rules and laws; and the	<b>5.1.3.A</b> . - Explain the purposes of rules, laws, <b>5.1.3.B</b> . - Explain rules and laws for the classroom, school, and community.
INDICATOR: <b>D2.Civ.5.3-5</b> . - Explain the origins, functions, and structure of different systems of government, including those created by the U.S. and state constitutions.	<b>3.4.3</b> . - Know the histories of important local and national landmarks, symbols, and essential documents that create a sense of community among citizens and exemplify cherished ideals	<b>5.1.3.D.2</b> . - United States Constitution  <b>5.1.3.D.4</b> . - Pennsylvania Constitution
INDICATOR: <b>D2.Civ.6.3-5</b> . - Describe ways in which people benefit from and are challenged by working together, including through government,	<b>3.4.2</b> . - Discuss the importance of public virtue and the role of citizens, including how to participate in a classroom, in the community,	<b>5.2.3.C</b> . - Identify leadership and public service <b>5.2.3.D</b> . - Describe how citizens participate in school and community activities.
INDICATOR: <b>D2.Civ.7.3-5</b> . - Apply civic virtues and democratic principles in school settings.	<b>3.4.2</b> . - Discuss the importance of public virtue and the role of citizens, including how to participate in a classroom, in the community, and in civic life.	<b>5.2.3.D</b> . - Describe how citizens participate in school and community activities.
INDICATOR: <b>D2.Civ.8.3-5</b> . - Identify core civic virtues and democratic principles that guide government, society, and communities.		<b>5.1.3.C.1</b> . - Liberty / Freedom <b>5.1.3.C.2</b> . - Democracy <b>5.1.3.C.3</b> . - Justice
INDICATOR: <b>D2.Civ.9.3-5</b> . - Use deliberative processes when making decisions or reaching judgments as a group.	<b>3.4.2</b> . - Discuss the importance of public virtue and the role of citizens, including how to participate in a classroom, in the community, and in civic life.	<b>5.2.3.D</b> . - Describe how citizens participate in school and community activities.
INDICATOR: <b>D2.Civ.10.3-5</b> . - Identify the beliefs, experiences, perspectives, and values that underlie their own and others' points of view about civic issues.		<b>5.3.3.G</b> . - Identify individual interests and explain ways to influence others.
INDICATOR: <b>D2.Civ.11.3-5</b> . - Compare procedures for making decisions in a variety of settings, including classroom, school, government, and/or society.	<b>3.4.2</b> . - Discuss the importance of public virtue and the role of citizens, including how to participate in a classroom, in the community, and in civic life.	<b>5.2.3.D</b> . - Describe how citizens participate in school and community activities.

INDICATOR: <b>D2.Civ.12.3-5</b> . - Explain how rules and laws change society and how people change rules and laws.	<b>3.4.1</b> . - Determine the reasons for rules, laws, and the U.S. Constitution; the role of citizenship in the promotion of rules and laws; and the consequences for people who violate rules and laws.	<b>5.1.3.A</b> . - Explain the purposes of rules, laws, and consequences. <b>5.1.3.B</b> . - Explain rules and laws for the classroom, school, and community. <b>5.3.3.B</b> . - Identify how laws are made in the local community.
INDICATOR: <b>D2.Civ.13.3-5</b> . - Explain how policies are developed to address public problems.		<b>5.3.3.B</b> . - Identify how laws are made in the local community.
INDICATOR: <b>D2.Civ.14.3-5</b> . - Illustrate historical and contemporary means of changing society.		<b>5.3.3.B</b> . - Identify how laws are made in the local community.
INDICATOR: <b>D2.Eco.1.3-5</b> . - Compare the benefits and costs of individual choices.	<b>3.5.3</b> . - Understand that individual economic choices involve trade-offs and the evaluation of benefits and costs.	<b>6.1.3.C</b> . - Explain what is given up when making a choice. <b>6.1.3.D</b> . - Identify reasons why people make a choice.
INDICATOR: <b>D2.Eco.2.3-5</b> . - Identify positive and negative incentives that influence the decisions people make.		
INDICATOR: <b>D2.Eco.3.3-5</b> . - Identify examples of the variety of resources (human capital, physical capital, and natural resources) that are used to produce goods and services.	<b>3.5.1</b> . - Describe the ways in which local producers have used and are using natural resources, human resources, and capital resources to produce goods and services in the past and the present.	<b>6.1.3.B.2</b> . - Identify examples of natural, human, and capital resources.
INDICATOR: <b>D2.Eco.4.3-5</b> . - Explain why individuals and businesses specialize and trade.		<b>6.4.3.A</b> . - Identify local examples of specialization and division of labor.
INDICATOR: <b>D2.Eco.5.3-5</b> . - Explain the role of money in making exchange easier.		
INDICATOR: <b>D2.Eco.6.3-5</b> . - Explain the relationship between investment in human capital, productivity, and future incomes.		
INDICATOR: <b>D2.Eco.7.3-5</b> . - Explain how profits influence sellers in markets.		
INDICATOR: <b>D2.Eco.8.3-5</b> . - Identify examples of external benefits and costs.	<b>3.5.3</b> . - Understand that individual economic choices involve trade-offs and the evaluation of benefits and costs.	

INDICATOR: <b>D2.Eco.9.3-5.</b> - Describe the role of other financial institutions in an economy.		<b>6.2.3.F.</b> - Identify private economic institutions.  <b>6.5.3.H.</b> - Identify the role of banks in our local community.
INDICATOR: <b>D2.Eco.10.3-5.</b> - Explain what interest rates are.		
INDICATOR: <b>D2.Eco.11.3-5.</b> - Explain the meaning of inflation, deflation, and unemployment.		
INDICATOR: <b>D2.Eco.12.3-5.</b> - Explain the ways in which the government pays for the goods and services it provides.		<b>5.3.3.C.</b> - Identify services performed by the local governments. <b>6.3.3.A.</b> - Identify goods and services provided by the government.
INDICATOR: <b>D2.Eco.13.3-5.</b> - Describe ways people can increase productivity by using improved capital goods and improving their human capital.		
INDICATOR: <b>D2.Eco.14.3-5.</b> - Explain how trade leads to increasing economic interdependence among nations.		
INDICATOR: <b>D2.Eco.15.3-5.</b> - Explain the effects of increasing economic interdependence on different groups within participating nations.		
INDICATOR: <b>D2.Geo.1.3-5.</b> - Construct maps and other graphic representations of both familiar and unfamiliar places.		
INDICATOR: <b>D2.Geo.2.3-5.</b> - Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their environmental characteristics.	<b>K-5.CST.4.</b> - 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.	<b>7.1.3.A.</b> - Identify how basic geographic tools are used to organize and interpret information about people, places and environment.  <b>7.1.3.B.</b> - Identify and locate places and regions as defined by physical and human features.

INDICATOR: <b>D2.Geo.3.3-5</b> . - Use maps of different scales to describe the locations of cultural and environmental characteristics.	<b>K-5.CST.4</b> . - 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.	<b>7.1.3.A</b> . - Identify how basic geographic tools are used to organize and interpret information about people, places and environment.  <b>7.1.3.B</b> . - Identify and locate places and regions as defined by physical and human features.
INDICATOR: <b>D2.Geo.4.3-5</b> . - Explain how culture influences the way people modify and adapt to their environments.	<b>K-5.CST.5</b> . - 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.	<b>7.3.3.A.3</b> . - Settlement <b>7.4.3.A</b> . - Identify the effect of the physical systems on people within a community. <b>7.4.3.B</b> . - Identify the effect of people on the physical systems within a community.
INDICATOR: <b>D2.Geo.5.3-5</b> . - Explain how the cultural and environmental characteristics of places change over time.		
INDICATOR: <b>D2.Geo.6.3-5</b> . - Describe how environmental and cultural characteristics influence population distribution in specific places or regions.	<b>K-5.HI.2</b> . - 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.	<b>7.3.3.A.1</b> . - Population
INDICATOR: <b>D2.Geo.7.3-5</b> . - Explain how cultural and environmental characteristics affect the distribution and movement of people, goods,	<b>K-5.CST.5</b> . - Students judge the significance of the relative location of a place (e.g., proximity to a harbor, on trade routes) and analyze how	<b>7.3.3.A.3</b> . - Settlement <b>7.4.3.A</b> . - Identify the effect of the physical systems on people within a community.
INDICATOR: <b>D2.Geo.8.3-5</b> . - Explain how human settlements and movements relate to the locations and use of various natural resources.	<b>K-5.CST.5</b> . - Students judge the significance of the relative location of a place (e.g., proximity to a harbor, on trade routes) and analyze how	<b>7.3.3.A.3</b> . - Settlement <b>7.4.3.A</b> . - Identify the effect of the physical systems on people within a community.
INDICATOR: <b>D2.Geo.9.3-5</b> . - Analyze the effects of catastrophic environmental and technological events on human settlements and migration.		
INDICATOR: <b>D2.Geo.10.3-5</b> . - Explain why environmental characteristics vary among different world regions.	<b>K-5.CST.5</b> . - 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.	<b>7.1.3.B</b> . - Identify and locate places and regions as defined by physical and human features.

	<b>K-5.HI.2.</b> - 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.	<b>7.2.3.A.</b> - Identify the physical characteristics of places and regions.
INDICATOR: <b>D2.Geo.11.3-5.</b> - Describe how the spatial patterns of economic activities in a place change over time because of interactions with nearby and distant places.		<b>7.3.3.A.4.</b> - Economic activities
INDICATOR: <b>D2.Geo.12.3-5.</b> - Explain how natural and human-made catastrophic events in one place affect people living in other places.		
INDICATOR: <b>D2.His.1.3-5.</b> - Create and use a chronological sequence of related events to compare developments that happened at the same time.	<b>K-5.CST.1.</b> - 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. <b>K-5.CST.2.</b> - Students correctly apply terms related to time, including past, present, future, decade, century, and generation.	<b>8.1.3.A.</b> - Identify the difference between past, present and future using timelines and/or other graphic representations.
INDICATOR: <b>D2.His.2.3-5.</b> - Compare life in specific historical time periods to life today.	<b>K-5.CST.3.</b> - 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: <b>D2.His.3.3-5.</b> - Generate questions about individuals and groups who have shaped significant historical changes and continuities.	<b>K-5.CST.2.</b> - Students correctly apply terms related to time, including past, present, future, decade, century, and generation. <b>K-5.CST.3.</b> - 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. <b>K-5.HI.1.</b> - Students summarize the key events of the era they are studying and explain the historical contexts of those events.	<b>8.3.3.A.</b> - Identify and describe the social, political, cultural, and economic contributions of individuals and groups in United States history.

	<b>K-5.REPV.2.</b> - Students pose relevant questions about events they encounter in historical documents, eyewitness accounts, oral histories, letters, diaries, artifacts, photographs, maps, artworks, and architecture.	
INDICATOR: <b>D2.His.4.3-5.</b> - Explain why individuals and groups during the same historical period differed in their perspectives.		<b>8.1.3.B.</b> - Identify fact, opinion, multiple points of view, and primary sources as related to historical events.
INDICATOR: <b>D2.His.5.3-5.</b> - Explain connections among historical contexts and people’s perspectives at the time.		<b>8.1.3.B.</b> - Identify fact, opinion, multiple points of view, and primary sources as related to historical events.
INDICATOR: <b>D2.His.6.3-5.</b> - Describe how people’s perspectives shaped the historical sources they created.		<b>8.1.3.B.</b> - Identify fact, opinion, multiple points of view, and primary sources as related to historical events.
INDICATOR: <b>D2.His.7.3-5.</b> - Begins in grades 9–12		<b>5.1.3.E.</b> - Intentionally Blank <b>5.3.3.H.</b> - Intentionally Blank <b>5.3.3.I.</b> - Intentionally Blank <b>5.3.3.J.</b> - Intentionally Blank <b>5.4.3.A.</b> - Intentionally Blank <b>5.4.3.B.</b> - Intentionally Blank <b>5.4.3.C.</b> - Intentionally Blank <b>5.4.3.D.</b> - Intentionally Blank <b>5.4.3.E.</b> - Intentionally Blank <b>6.3.3.D.</b> - Intentionally Blank <b>6.4.3.C.</b> - Intentionally Blank <b>6.4.3.D.</b> - Intentionally Blank <b>6.5.3.C.</b> - Intentionally Blank <b>6.5.3.D.</b> - Intentionally Blank <b>6.5.3.F.</b> - Intentionally Blank
INDICATOR: <b>D2.His.8.3-5.</b> - Begins in grades 9–12		<b>5.1.3.E.</b> - Intentionally Blank <b>5.3.3.H.</b> - Intentionally Blank <b>5.3.3.I.</b> - Intentionally Blank <b>5.3.3.J.</b> - Intentionally Blank <b>5.4.3.A.</b> - Intentionally Blank <b>5.4.3.B.</b> - Intentionally Blank <b>5.4.3.C.</b> - Intentionally Blank

		<p>5.4.3.D. - Intentionally Blank</p> <p>5.4.3.E. - Intentionally Blank</p> <p>6.3.3.D. - Intentionally Blank</p> <p>6.4.3.C. - Intentionally Blank</p> <p>6.4.3.D. - Intentionally Blank</p> <p>6.5.3.C. - Intentionally Blank</p> <p>6.5.3.D. - Intentionally Blank</p> <p>6.5.3.F. - Intentionally Blank</p>
<p>INDICATOR: <b>D2.His.9.3-5.</b> - Summarize how different kinds of historical sources are used to explain events in the past.</p>	<p><b>K-5.REPV.1.</b> - Students differentiate between primary and secondary sources.</p> <p><b>K-5.REPV.2.</b> - 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><b>8.1.3.B.</b> - Identify fact, opinion, multiple points of view, and primary sources as related to historical events.</p> <p><b>8.1.3.C.</b> - Conduct teacher guided inquiry on assigned topics using specified historical sources. (Reference RWSL Standard 1.8.3 Research)</p>
<p>INDICATOR: <b>D2.His.10.3-5.</b> - Compare information provided by different historical sources about the past.</p>	<p><b>K-5.REPV.1.</b> - Students differentiate between primary and secondary sources.</p> <p><b>K-5.REPV.2.</b> - 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><b>8.1.3.B.</b> - Identify fact, opinion, multiple points of view, and primary sources as related to historical events.</p> <p><b>8.1.3.C.</b> - Conduct teacher guided inquiry on assigned topics using specified historical sources. (Reference RWSL Standard 1.8.3 Research)</p>
<p>INDICATOR: <b>D2.His.11.3-5.</b> - Infer the intended audience and purpose of a historical source from information within the source itself.</p>	<p><b>K-5.REPV.1.</b> - Students differentiate between primary and secondary sources.</p> <p><b>K-5.REPV.2.</b> - 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><b>8.1.3.B.</b> - Identify fact, opinion, multiple points of view, and primary sources as related to historical events.</p>



INDICATOR: <b>D2.His.12.3-5</b> . - Generate questions about multiple historical sources and their relationships to particular historical events and developments.		
INDICATOR: <b>D2.His.13.3-5</b> . - Use information about a historical source, including the maker, date, place of origin, intended audience, and purpose to judge the extent to which the source is useful for studying a particular topic.	<b>K-5.REPV.1</b> . - Students differentiate between primary and secondary sources. <b>K-5.REPV.2</b> . - Students pose relevant questions about events they encounter in historical documents, eyewitness accounts, oral histories, letters, diaries, artifacts, photographs, maps, artworks, and architecture.	<b>8.1.3.B</b> . - Identify fact, opinion, multiple points of view, and primary sources as related to historical events.
INDICATOR: <b>D2.His.14.3-5</b> . - Explain probable causes and effects of events and developments.	<b>K-5.HI.3</b> . - Students identify and interpret the multiple causes and effects of historical events.	
INDICATOR: <b>D2.His.15.3-5</b> . - Begins in grades 6–8		<b>5.1.3.E</b> . - Intentionally Blank <b>5.3.3.H</b> . - Intentionally Blank <b>5.3.3.I</b> . - Intentionally Blank <b>5.3.3.J</b> . - Intentionally Blank <b>5.4.3.A</b> . - Intentionally Blank <b>5.4.3.B</b> . - Intentionally Blank <b>5.4.3.C</b> . - Intentionally Blank <b>5.4.3.D</b> . - Intentionally Blank <b>5.4.3.E</b> . - Intentionally Blank <b>6.3.3.D</b> . - Intentionally Blank <b>6.4.3.C</b> . - Intentionally Blank <b>6.4.3.D</b> . - Intentionally Blank <b>6.5.3.C</b> . - Intentionally Blank <b>6.5.3.D</b> . - Intentionally Blank <b>6.5.3.F</b> . - Intentionally Blank
INDICATOR: <b>D2.His.16.3-5</b> . - Use evidence to develop a claim about the past.	<b>K-5.CST.2</b> . - Students correctly apply terms related to time, including past, present, future, decade, century, and generation.	

	<p><b>K-5.CST.3.</b> - 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.</p> <p><b>K-5.HI.1.</b> - Students summarize the key events of the era they are studying and explain the historical contexts of those events.</p> <p><b>K-5.REPV.2.</b> - 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: <b>D2.His.17.3-5.</b> - Summarize the central claim in a secondary work of history.	<b>K-5.REPV.1.</b> - Students differentiate between primary and secondary sources.	
INDICATOR / CONCEPT: <b>D3.1.3-5.</b> - Gather relevant information from multiple sources while using the origin, structure, and context to guide the selection.	<p><b>K-5.REPV.1.</b> - Students differentiate between primary and secondary sources.</p> <p><b>K-5.REPV.2.</b> - Students pose relevant questions about events they encounter in historical documents, eyewitness accounts, oral histories, letters, diaries, artifacts, photographs, maps, artworks, and architecture.</p>	<b>8.1.3.C.</b> - Conduct teacher guided inquiry on assigned topics using specified historical sources. (Reference RWSL Standard 1.8.3 Research)
INDICATOR / CONCEPT: <b>D3.2.3-5.</b> - Use distinctions among fact and opinion to determine the credibility of multiple sources.	<b>K-5.REPV.3.</b> - Students distinguish fact from fiction by comparing documentary sources on historical figures and events with fictionalized characters and events.	<b>8.1.3.B.</b> - Identify fact, opinion, multiple points of view, and primary sources as related to historical events.
INDICATOR / CONCEPT: <b>D3.3.3-5.</b> - Identify evidence that draws information from multiple	<b>K-5.REPV.1.</b> - Students differentiate between primary and secondary sources.	<b>8.1.3.C.</b> - Conduct teacher guided inquiry on assigned topics using specified historical

sources in response to compelling questions.	<b>K-5.REPV.2.</b> - Students pose relevant questions about events they encounter in historical documents, eyewitness accounts, oral histories, letters, diaries, artifacts, photographs, maps, artworks, and architecture.	sources. (Reference RWSL Standard 1.8.3 Research)
INDICATOR / CONCEPT: <b>D3.4.3-5.</b> - Use evidence to develop claims in response to compelling questions.	<b>K-5.REPV.1.</b> - Students differentiate between primary and secondary sources. <b>K-5.REPV.2.</b> - Students pose relevant questions about events they encounter in historical documents, eyewitness accounts, oral histories, letters, diaries, artifacts, photographs, maps, artworks, and architecture.	<b>8.1.3.C.</b> - Conduct teacher guided inquiry on assigned topics using specified historical sources. (Reference RWSL Standard 1.8.3 Research)
INDICATOR / CONCEPT: <b>D4.1.3-5.</b> - Construct arguments using claims and evidence from multiple sources.	<b>K-5.REPV.1.</b> - Students differentiate between primary and secondary sources. <b>K-5.REPV.2.</b> - Students pose relevant questions about events they encounter in historical documents, eyewitness accounts, oral histories, letters, diaries, artifacts, photographs, maps, artworks, and architecture.	<b>8.1.3.C.</b> - Conduct teacher guided inquiry on assigned topics using specified historical sources. (Reference RWSL Standard 1.8.3 Research)
INDICATOR / CONCEPT: <b>D4.2.3-5.</b> - Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data.	<b>K-5.CST.1.</b> - 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: <b>D4.3.3-5.</b> - Present a summary of arguments and explanations to others outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, and reports) and digital technologies (e.g., Internet, social media, and digital documentary).		
INDICATOR / CONCEPT: <b>D4.4.3-5.</b> - Critique arguments.		

INDICATOR / CONCEPT: <b>D4.5.3-5.</b> - Critique explanations.		
INDICATOR / CONCEPT: <b>D4.6.3-5.</b> - Draw on disciplinary concepts to explain the challenges people have faced and opportunities they have	<b>3.4.2.</b> - Discuss the importance of public virtue and the role of citizens, including how to participate in a classroom, in the community,	<b>5.2.3.C.</b> - Identify leadership and public service <b>5.2.3.D.</b> - Describe how citizens participate in school and community activities.
INDICATOR / CONCEPT: <b>D4.7.3-5.</b> - Explain different strategies and approaches students and others could take in working alone and together to address local, regional, and global	<b>3.4.2.</b> - Discuss the importance of public virtue and the role of citizens, including how to participate in a classroom, in the community, and in civic life.	<b>5.2.3.C.</b> - Identify leadership and public service opportunities in the school, community, state, <b>5.2.3.D.</b> - Describe how citizens participate in school and community activities.
INDICATOR / CONCEPT: <b>D4.8.3-5.</b> - Use a range of deliberative and democratic procedures to make decisions about and act on civic	<b>3.4.2.</b> - Discuss the importance of public virtue and the role of citizens, including how to participate in a classroom, in the community,	<b>5.2.3.C.</b> - Identify leadership and public service <b>5.2.3.D.</b> - Describe how citizens participate in school and community activities.