

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: K

Correlation Options: Show All

Main Criteria Standards	California Content Standards	Pennsylvania Core and Academic Standards
Social Studies		
Grade K		
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 - Students pose relevant questions about events they encounter in historical documents, eyewitness accounts, oral histories, letters, diaries, artifacts, photographs, maps, artworks, and architecture.	8.1.K.C. - Explain how to locate information in a source.
INDICATOR: D2.Civ.1.K-2. - Describe roles and responsibilities of people in authority.		5.3.K.B. - Identify the role of adults in authority at home or in school.
INDICATOR: D2.Civ.2.K-2. - Explain how all people, not just official leaders, play important roles in a community.	K.3. - Students match simple descriptions of work that people do and the names of related jobs at the school, in the local community, and from historical accounts.	5.3.K.C. - Identify roles of fire fighters, police officers, and emergency workers.
INDICATOR: D2.Civ.3.K-2. - Explain the need for and purposes of rules in various settings	K.1.1. - Follow rules, such as sharing and taking turns, and know the consequences of breaking	5.1.K.A. - Explain the purpose of rules. 5.1.K.B. - Explain the need for rules.

inside and outside of school.	them.	5.1.K.C. - Define respect for self and others.
INDICATOR: D2.Civ.4.K-2. - Begins in grades 3–5		5.1.K.D. - Intentionally Blank 5.3.5.H. - Intentionally Blank 5.3.5.J. - Intentionally Blank 5.3.K.A. - Intentionally Blank 5.3.K.D. - Intentionally Blank 5.3.K.E. - Intentionally Blank 5.3.K.G. - Intentionally Blank 5.3.K.I. - Intentionally Blank 5.4.K.C. - Intentionally Blank 5.4.K.D. - Intentionally Blank 5.4.K.E. - Intentionally Blank 6.2.K.B. - Intentionally Blank 6.2.K.E. - Intentionally Blank 6.2.K.F. - Intentionally Blank 6.2.K.G. - Intentionally Blank 6.3.K.A. - Intentionally Blank 6.3.K.B. - Intentionally Blank 6.3.K.C. - Intentionally Blank 6.4.K.B. - Intentionally Blank 6.4.K.C. - Intentionally Blank 6.5.K.B. - Intentionally Blank 6.5.K.D. - Intentionally Blank 6.5.K.E. - Intentionally Blank 6.5.K.F. - Intentionally Blank 6.5.K.G. - Intentionally Blank 6.5.K.H. - Intentionally Blank 7.4.K.B. - Intentionally Blank 8.2.K.C. - Intentionally Blank 8.3.K.D. - Intentionally Blank 8.4.K.B. - Intentionally Blank
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.		5.1.K.E. - Demonstrate responsibilities in the classroom. 5.2.K.A - Identify responsibilities at school. 5.2.K.D. - Explain responsible classroom behavior. 5.3.K.F. - Identify and explain behaviors for responsible classroom citizens.
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.K.B. - Identify how students 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.		5.1.K.E. - Demonstrate responsibilities in the classroom. 5.2.K.C. - Identify classroom projects/activities that support leadership and service.
INDICATOR: D2.Civ.12.K-2. - Identify and explain how rules function in public (classroom and school) settings.	K.1.1. - Follow rules, such as sharing and taking turns, and know the consequences of breaking them.	5.1.K.A. - Explain the purpose of rules. 5.1.K.B. - Explain the need for rules. 5.1.K.C. - Define respect for self and others.
INDICATOR: D2.Civ.13.K-2. - Begins in grades 3–5		5.1.K.D. - Intentionally Blank 5.3.5.H. - Intentionally Blank 5.3.5.J. - Intentionally Blank 5.3.K.A. - Intentionally Blank 5.3.K.D. - Intentionally Blank 5.3.K.E. - Intentionally Blank 5.3.K.G. - Intentionally Blank 5.3.K.I. - Intentionally Blank 5.4.K.C. - Intentionally Blank 5.4.K.D. - Intentionally Blank 5.4.K.E. - Intentionally Blank 6.2.K.B. - Intentionally Blank 6.2.K.E. - Intentionally Blank

		<p>6.2.K.F. - Intentionally Blank 6.2.K.G. - Intentionally Blank 6.3.K.A. - Intentionally Blank 6.3.K.B. - Intentionally Blank 6.3.K.C. - Intentionally Blank 6.4.K.B. - Intentionally Blank 6.4.K.C. - Intentionally Blank 6.5.K.B. - Intentionally Blank 6.5.K.D. - Intentionally Blank 6.5.K.E. - Intentionally Blank 6.5.K.F. - Intentionally Blank 6.5.K.G. - Intentionally Blank 6.5.K.H. - Intentionally Blank 7.4.K.B. - Intentionally Blank 8.2.K.C. - Intentionally Blank 8.3.K.D. - Intentionally Blank 8.4.K.B. - Intentionally Blank</p>
INDICATOR: D2.Civ.14.K-2. - Describe how people have tried to improve their communities over time.		6.5.K.A. - Identify individuals who volunteer in the community.
INDICATOR: D2.Eco.1.K-2. - Explain how scarcity necessitates decision making.		6.1.K.A - Identify how scarcity influences choice.
INDICATOR: D2.Eco.2.K-2. - Identify the benefits and costs of making various personal decisions.		6.1.K.C. - Identify choices to meet needs. 6.1.K.D. - Identify a choice based on family interest.
INDICATOR: D2.Eco.3.K-2. - Describe the skills and knowledge required to produce certain goods and services.		6.2.K.A. - Identify goods and consumers. 6.5.K.C. - Identify goods and services provided by local businesses.
INDICATOR: D2.Eco.4.K-2. - Describe the goods and services that people in the local community produce and those that are produced		6.2.K.A. - Identify goods and consumers. 6.5.K.C. - Identify goods and services provided by local businesses.
INDICATOR: D2.Eco.5.K-2. - Identify prices of products in a local market.		
INDICATOR: D2.Eco.6.K-2. - Explain how people earn income.		
INDICATOR: D2.Eco.7.K-2. - Describe examples of costs of production.		
INDICATOR: D2.Eco.8.K-2. - Begins in grades		5.1.K.D. - Intentionally Blank

3-5		<p>5.3.5.H. - Intentionally Blank 5.3.5.J. - Intentionally Blank 5.3.K.A. - Intentionally Blank 5.3.K.D. - Intentionally Blank 5.3.K.E. - Intentionally Blank 5.3.K.G. - Intentionally Blank 5.3.K.I. - Intentionally Blank 5.4.K.C. - Intentionally Blank 5.4.K.D. - Intentionally Blank 5.4.K.E. - Intentionally Blank 6.2.K.B. - Intentionally Blank 6.2.K.E. - Intentionally Blank 6.2.K.F. - Intentionally Blank 6.2.K.G. - Intentionally Blank 6.3.K.A. - Intentionally Blank 6.3.K.B. - Intentionally Blank 6.3.K.C. - Intentionally Blank 6.4.K.B. - Intentionally Blank 6.4.K.C. - Intentionally Blank 6.5.K.B. - Intentionally Blank 6.5.K.D. - Intentionally Blank 6.5.K.E. - Intentionally Blank 6.5.K.F. - Intentionally Blank 6.5.K.G. - Intentionally Blank 6.5.K.H. - Intentionally Blank 7.4.K.B. - Intentionally Blank 8.2.K.C. - Intentionally Blank 8.3.K.D. - Intentionally Blank 8.4.K.B. - Intentionally Blank</p>
INDICATOR: D2.Eco.9.K-2. - Describe the role of banks in an economy.		
INDICATOR: D2.Eco.10.K-2. - Explain why people save.		
INDICATOR: D2.Eco.11.K-2. - Begins in grades 3–5		<p>5.1.K.D. - Intentionally Blank 5.3.5.H. - Intentionally Blank 5.3.5.J. - Intentionally Blank 5.3.K.A. - Intentionally Blank 5.3.K.D. - Intentionally Blank</p>

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INDICATOR: D2.Eco.12.K-2. - Describe examples of the goods and services that governments provide.		
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.	K.4.4. - Construct maps and models of neighborhoods, incorporating such structures as police and fire stations, airports, banks, hospitals, supermarkets, harbors, schools, places of worship, and transportation	7.1.K.A. - Interpret a simple map of a known environment 7.1.K.B. - Describe the location of places in the home, school, and community to gain an understanding of relative location.
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. K.4.2. - Distinguish between land and water on maps and globes and locate general areas referenced in historical legends and stories.	
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. K.4.2. - Distinguish between land and water on maps and globes and locate general areas referenced in historical legends and stories.	
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.	7.3.K.A. - Describe how weather affects daily life.
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.	7.2.K.B. - Identify land and water forms.

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.	<p>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.</p> <p>K-5.CST.2. - Students correctly apply terms related to time, including past, present, future, decade, century, and generation.</p>	
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.	

	<p>K.6.3. - Understand how people lived in earlier times and how their lives would be different today (e.g., getting water from a well, growing food, making clothing, having fun, forming organizations, living by rules and laws).</p>	
<p>INDICATOR: D2.His.3.K-2. - Generate questions about individuals and groups who have shaped a significant historical change.</p>	<p>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>K.1.3. - Know beliefs and related behaviors of characters in stories from times past and understand the consequences of the characters' actions.</p>	
<p>INDICATOR: D2.His.4.K-2. - Compare perspectives of people in the past to those of people in the present.</p>		
<p>INDICATOR: D2.His.5.K-2. - Begins in grades 3–5</p>		<p>5.1.K.D. - Intentionally Blank 5.3.5.H. - Intentionally Blank 5.3.5.J. - Intentionally Blank 5.3.K.A. - Intentionally Blank 5.3.K.D. - Intentionally Blank 5.3.K.E. - Intentionally Blank 5.3.K.G. - Intentionally Blank 5.3.K.I. - Intentionally Blank 5.4.K.C. - Intentionally Blank 5.4.K.D. - Intentionally Blank 5.4.K.E. - Intentionally Blank 6.2.K.B. - Intentionally Blank 6.2.K.E. - Intentionally Blank 6.2.K.F. - Intentionally Blank 6.2.K.G. - Intentionally Blank 6.3.K.A. - Intentionally Blank 6.3.K.B. - Intentionally Blank 6.3.K.C. - Intentionally Blank 6.4.K.B. - Intentionally Blank</p>

		<p>6.4.K.C. - Intentionally Blank 6.5.K.B. - Intentionally Blank 6.5.K.D. - Intentionally Blank 6.5.K.E. - Intentionally Blank 6.5.K.F. - Intentionally Blank 6.5.K.G. - Intentionally Blank 6.5.K.H. - Intentionally Blank 7.4.K.B. - Intentionally Blank 8.2.K.C. - Intentionally Blank 8.3.K.D. - Intentionally Blank 8.4.K.B. - Intentionally Blank</p>
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		<p>5.1.K.D. - Intentionally Blank 5.3.5.H. - Intentionally Blank 5.3.5.J. - Intentionally Blank 5.3.K.A. - Intentionally Blank 5.3.K.D. - Intentionally Blank 5.3.K.E. - Intentionally Blank 5.3.K.G. - Intentionally Blank 5.3.K.I. - Intentionally Blank 5.4.K.C. - Intentionally Blank 5.4.K.D. - Intentionally Blank 5.4.K.E. - Intentionally Blank 6.2.K.B. - Intentionally Blank 6.2.K.E. - Intentionally Blank 6.2.K.F. - Intentionally Blank 6.2.K.G. - Intentionally Blank 6.3.K.A. - Intentionally Blank 6.3.K.B. - Intentionally Blank 6.3.K.C. - Intentionally Blank 6.4.K.B. - Intentionally Blank 6.4.K.C. - Intentionally Blank 6.5.K.B. - Intentionally Blank 6.5.K.D. - Intentionally Blank 6.5.K.E. - Intentionally Blank 6.5.K.F. - Intentionally Blank</p>

		<p>6.5.K.G. - Intentionally Blank 6.5.K.H. - Intentionally Blank 7.4.K.B. - Intentionally Blank 8.2.K.C. - Intentionally Blank 8.3.K.D. - Intentionally Blank 8.4.K.B. - Intentionally Blank</p>
<p>INDICATOR: D2.His.8.K-2. - Begins in grades 9–12</p>		<p>5.1.K.D. - Intentionally Blank 5.3.5.H. - Intentionally Blank 5.3.5.J. - Intentionally Blank 5.3.K.A. - Intentionally Blank 5.3.K.D. - Intentionally Blank 5.3.K.E. - Intentionally Blank 5.3.K.G. - Intentionally Blank 5.3.K.I. - Intentionally Blank 5.4.K.C. - Intentionally Blank 5.4.K.D. - Intentionally Blank 5.4.K.E. - Intentionally Blank 6.2.K.B. - Intentionally Blank 6.2.K.E. - Intentionally Blank 6.2.K.F. - Intentionally Blank 6.2.K.G. - Intentionally Blank 6.3.K.A. - Intentionally Blank 6.3.K.B. - Intentionally Blank 6.3.K.C. - Intentionally Blank 6.4.K.B. - Intentionally Blank 6.4.K.C. - Intentionally Blank 6.5.K.B. - Intentionally Blank 6.5.K.D. - Intentionally Blank 6.5.K.E. - Intentionally Blank 6.5.K.F. - Intentionally Blank 6.5.K.G. - Intentionally Blank 6.5.K.H. - Intentionally Blank 7.4.K.B. - Intentionally Blank 8.2.K.C. - Intentionally Blank 8.3.K.D. - Intentionally Blank 8.4.K.B. - Intentionally Blank</p>
<p>INDICATOR: D2.His.9.K-2. - Identify different kinds of historical sources.</p>	<p>K-5.REPV.1. - Students differentiate between primary and secondary sources.</p>	<p>8.1.K.C. - Explain how to locate information in a source.</p>

	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.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.K.C. - Explain how to locate information in a source.
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 it relates to a particular historical event or development.	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.K.C. - Explain how to locate information in a source.
INDICATOR: D2.His.13.K-2. - Begins at grade 3–5		5.1.K.D. - Intentionally Blank 5.3.5.H. - Intentionally Blank 5.3.5.J. - Intentionally Blank 5.3.K.A. - Intentionally Blank 5.3.K.D. - Intentionally Blank 5.3.K.E. - Intentionally Blank 5.3.K.G. - Intentionally Blank

		<p>5.3.K.I. - Intentionally Blank 5.4.K.C. - Intentionally Blank 5.4.K.D. - Intentionally Blank 5.4.K.E. - Intentionally Blank 6.2.K.B. - Intentionally Blank 6.2.K.E. - Intentionally Blank 6.2.K.F. - Intentionally Blank 6.2.K.G. - Intentionally Blank 6.3.K.A. - Intentionally Blank 6.3.K.B. - Intentionally Blank 6.3.K.C. - Intentionally Blank 6.4.K.B. - Intentionally Blank 6.4.K.C. - Intentionally Blank 6.5.K.B. - Intentionally Blank 6.5.K.D. - Intentionally Blank 6.5.K.E. - Intentionally Blank 6.5.K.F. - Intentionally Blank 6.5.K.G. - Intentionally Blank 6.5.K.H. - Intentionally Blank 7.4.K.B. - Intentionally Blank 8.2.K.C. - Intentionally Blank 8.3.K.D. - Intentionally Blank 8.4.K.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>5.1.K.D. - Intentionally Blank 5.3.5.H. - Intentionally Blank 5.3.5.J. - Intentionally Blank 5.3.K.A. - Intentionally Blank 5.3.K.D. - Intentionally Blank 5.3.K.E. - Intentionally Blank 5.3.K.G. - Intentionally Blank 5.3.K.I. - Intentionally Blank 5.4.K.C. - Intentionally Blank 5.4.K.D. - Intentionally Blank 5.4.K.E. - Intentionally Blank 6.2.K.B. - Intentionally Blank</p>

		<p>6.2.K.E. - Intentionally Blank 6.2.K.F. - Intentionally Blank 6.2.K.G. - Intentionally Blank 6.3.K.A. - Intentionally Blank 6.3.K.B. - Intentionally Blank 6.3.K.C. - Intentionally Blank 6.4.K.B. - Intentionally Blank 6.4.K.C. - Intentionally Blank 6.5.K.B. - Intentionally Blank 6.5.K.D. - Intentionally Blank 6.5.K.E. - Intentionally Blank 6.5.K.F. - Intentionally Blank 6.5.K.G. - Intentionally Blank 6.5.K.H. - Intentionally Blank 7.4.K.B. - Intentionally Blank 8.2.K.C. - Intentionally Blank 8.3.K.D. - Intentionally Blank 8.4.K.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>5.1.K.D. - Intentionally Blank 5.3.5.H. - Intentionally Blank 5.3.5.J. - Intentionally Blank 5.3.K.A. - Intentionally Blank 5.3.K.D. - Intentionally Blank 5.3.K.E. - Intentionally Blank 5.3.K.G. - Intentionally Blank 5.3.K.I. - Intentionally Blank 5.4.K.C. - Intentionally Blank 5.4.K.D. - Intentionally Blank 5.4.K.E. - Intentionally Blank 6.2.K.B. - Intentionally Blank 6.2.K.E. - Intentionally Blank 6.2.K.F. - Intentionally Blank 6.2.K.G. - Intentionally Blank 6.3.K.A. - Intentionally Blank 6.3.K.B. - Intentionally Blank</p>

		<p>6.3.K.C. - Intentionally Blank 6.4.K.B. - Intentionally Blank 6.4.K.C. - Intentionally Blank 6.5.K.B. - Intentionally Blank 6.5.K.D. - Intentionally Blank 6.5.K.E. - Intentionally Blank 6.5.K.F. - Intentionally Blank 6.5.K.G. - Intentionally Blank 6.5.K.H. - Intentionally Blank 7.4.K.B. - Intentionally Blank 8.2.K.C. - Intentionally Blank 8.3.K.D. - Intentionally Blank 8.4.K.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.K.C. - Explain how to locate information in a source.</p>
<p>INDICATOR / CONCEPT: D3.2.K-2. - Evaluate a source by distinguishing between fact and opinion.</p>	<p>K-5.REPV.3. - Students distinguish fact from fiction by comparing documentary sources on historical figures and events with fictionalized characters and events.</p>	<p>8.1.K.B. - With guidance and support, differentiate facts from opinions as related to an event.</p>
<p>INDICATOR / CONCEPT: D3.3.K-2. - Begins in grades 3–5</p>		<p>5.1.K.D. - Intentionally Blank 5.3.5.H. - Intentionally Blank 5.3.5.J. - Intentionally Blank 5.3.K.A. - Intentionally Blank 5.3.K.D. - Intentionally Blank 5.3.K.E. - Intentionally Blank 5.3.K.G. - Intentionally Blank 5.3.K.I. - Intentionally Blank 5.4.K.C. - Intentionally Blank 5.4.K.D. - Intentionally Blank 5.4.K.E. - Intentionally Blank 6.2.K.B. - Intentionally Blank 6.2.K.E. - Intentionally Blank</p>

6.2.K.F. - Intentionally Blank
6.2.K.G. - Intentionally Blank
6.3.K.A. - Intentionally Blank
6.3.K.B. - Intentionally Blank
6.3.K.C. - Intentionally Blank
6.4.K.B. - Intentionally Blank
6.4.K.C. - Intentionally Blank
6.5.K.B. - Intentionally Blank
6.5.K.D. - Intentionally Blank
6.5.K.E. - Intentionally Blank
6.5.K.F. - Intentionally Blank
6.5.K.G. - Intentionally Blank
6.5.K.H. - Intentionally Blank
7.4.K.B. - Intentionally Blank
8.2.K.C. - Intentionally Blank
8.3.K.D. - Intentionally Blank
8.4.K.B. - Intentionally Blank

INDICATOR / CONCEPT: **D3.4.K-2.** - Begins in grades 3–5

5.1.K.D. - Intentionally Blank
5.3.5.H. - Intentionally Blank
5.3.5.J. - Intentionally Blank
5.3.K.A. - Intentionally Blank
5.3.K.D. - Intentionally Blank
5.3.K.E. - Intentionally Blank
5.3.K.G. - Intentionally Blank
5.3.K.I. - Intentionally Blank
5.4.K.C. - Intentionally Blank
5.4.K.D. - Intentionally Blank
5.4.K.E. - Intentionally Blank
6.2.K.B. - Intentionally Blank
6.2.K.E. - Intentionally Blank
6.2.K.F. - Intentionally Blank
6.2.K.G. - Intentionally Blank
6.3.K.A. - Intentionally Blank
6.3.K.B. - Intentionally Blank
6.3.K.C. - Intentionally Blank
6.4.K.B. - Intentionally Blank
6.4.K.C. - Intentionally Blank
6.5.K.B. - Intentionally Blank

		<p>6.5.K.D. - Intentionally Blank</p> <p>6.5.K.E. - Intentionally Blank</p> <p>6.5.K.F. - Intentionally Blank</p> <p>6.5.K.G. - Intentionally Blank</p> <p>6.5.K.H. - Intentionally Blank</p> <p>7.4.K.B. - Intentionally Blank</p> <p>8.2.K.C. - Intentionally Blank</p> <p>8.3.K.D. - Intentionally Blank</p> <p>8.4.K.B. - Intentionally Blank</p>
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.		6.5.K.A. - Identify individuals who volunteer in the community.
INDICATOR / CONCEPT: D4.7.K-2. - Identify ways to take action to help address local, regional, and global problems.		6.5.K.A. - Identify individuals who volunteer in the community.
INDICATOR / CONCEPT: D4.8.K-2. - Use listening, consensus-building, and voting procedures to decide on and take action in their classrooms.		<p>5.1.K.E. - Demonstrate responsibilities in the classroom.</p> <p>5.2.K.C. - Identify classroom projects/activities that support leadership and service.</p> <p>5.4.K.B. - Identify how students can work together.</p>