




Harcourt Social Studies
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C3 Framework Correlation Sampler

The *College, Career, and Civic Life (C3) Framework for Social Studies State Standards* represents the priorities of four of the social studies disciplines: geography, civics, economics, and history. The C3 Framework is centered on an Inquiry Arc with four dimensions that span the disciplines:

- Developing questions and planning inquiries
- Applying disciplinary concepts and tools
- Evaluating sources and using evidence
- Communicating conclusions and taking informed action

Houghton Mifflin Harcourt™ is committed to providing you with social studies programs that align to the C3 Framework. This sample correlation shows how our programs are designed to help prepare students for college, career, and civic life.

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A Lesson-by-Lesson Correlation

| Chapter/Lesson/Feature | Name | Pages | Codes | C3 Framework for Social Studies State Standards (2013), End of Grade 2 |
|--------------------------------|--------------------------|---------|----------------|---|
| Unit 4: People Long Ago | | | | |
| 4.1 | People and Places Change | 172–177 | D2.His.1.K-2. | Create a chronological sequence of multiple events. |
| | | | D2.His.2.K-2. | Compare life in the past to life today. |
| | | | D2.His.4.K-2. | Compare perspectives of people in the past to those of people in the present. |
| | | | D2.His.14.K-2. | Generate possible reasons for an event or development in the past. |
| | | | D2.His.16.K-2. | Select which reasons might be more likely than others to explain a historical event or development. |
| 4.2 | Early America | 178–185 | D2.Geo.4.K-2. | Explain how weather, climate, and other environmental characteristics affect people’s lives in a place or region. |
| | | | D2.Geo.5.K-2. | Describe how human activities affect the cultural and environmental characteristics of places or regions. |
| | | | D2.His.3.K-2. | Generate questions about individuals and groups who have shaped a significant historical change. |
| | | | D2.His.9.K-2. | Identify different kinds of historical sources. |
| | | | D2.His.10.K-2. | Explain how historical sources can be used to study the past. |

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| Unit 4: People Long Ago cont. | | | | |
| 4.3 | Independence | 186–195 | D2.His.1.K-2. | Create a chronological sequence of multiple events. |
| | | | D2.His.3.K-2. | Generate questions about individuals and groups who have shaped a significant historical change. |
| | | | D2.His.14.K-2. | Generate possible reasons for an event or development in the past. |
| 4.4 | American Heritage | 196–199 | D2.His.1.K-2. | Create a chronological sequence of multiple events. |
| | | | D2.His.12.K-2. | Generate questions about a particular historical source as it relates to a particular historical event or development. |
| 4.5 | Heroes and Holidays | 200–211 | D2.His.3.K-2. | Generate questions about individuals and groups who have shaped a significant historical change. |

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