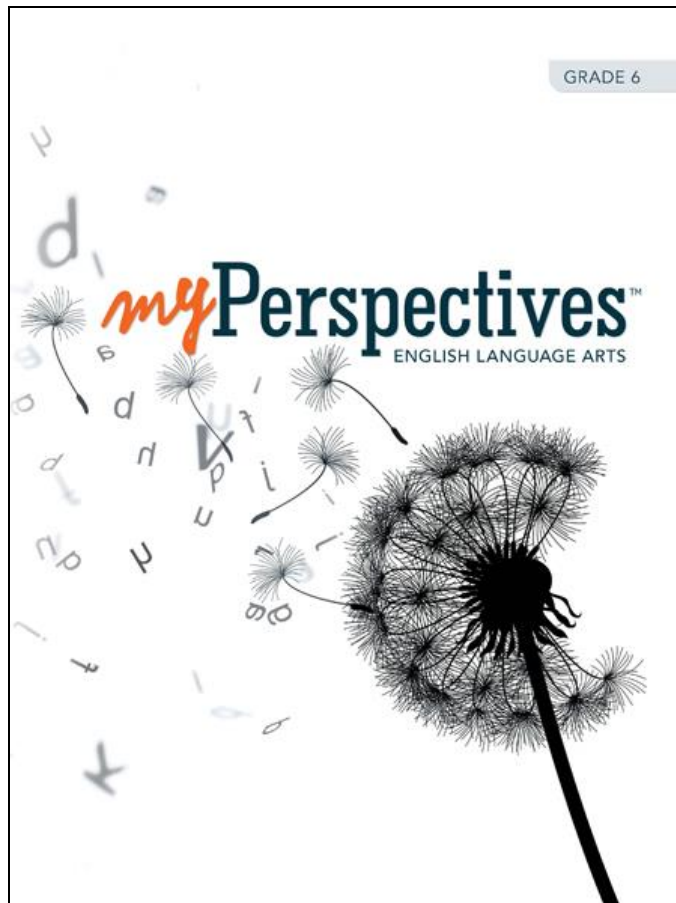


## A Correlation of



To the

## College, Career, & Civic Life (C3) Framework for Social Studies State Standards Grades 6-8

**A Correlation of myPerspectives, Grade 6, ©2017  
to the C3 Framework for Social Studies State Standards, Grades 6-8**

**Introduction**

This document demonstrates how *myPerspectives™ English Language Arts*, Grade 6 meets the objectives of the C3 Framework for Social Studies State Standards, Grades 6-8. Correlation page references are to the Student Edition and Teacher Edition.

*myPerspectives™ English Language Arts* is a learning environment that focuses on a connected approach to student learning. Students read texts and engage in activities that inspire thoughtful conversation, discussion, and debate.

Students will encounter authors' perspectives as they read literature from across time periods and cultures. Students will listen to the perspectives of their peers through conversations and collaborative activities. And, as students read the literature and engage in activities in *myPerspectives*, they will formulate—and defend—their opinions as they develop their own perspectives.

In each unit of study, students will read classic and contemporary fiction and nonfiction texts, and view/listen to media selections, all related to an Essential Question. Students will use technology to interact with texts and activities, and they can write directly in their Student Edition to make interaction with texts more meaningful.

**A Correlation of myPerspectives, Grade 6, ©2017  
to the C3 Framework for Social Studies State Standards, Grades 6-8**

**Table of Contents**

<b>Dimension 1, Constructing Compelling Questions .....</b>	<b>4</b>
<b>Dimension 2, Civic and Political Institutions.....</b>	<b>5</b>
<b>Economics .....</b>	<b>10</b>
<b>Geography.....</b>	<b>13</b>
<b>History .....</b>	<b>15</b>
<b>Dimension 3, Gathering and Evaluating Sources .....</b>	<b>19</b>
<b>Dimension 4, Communicating Conclusions .....</b>	<b>21</b>

**A Correlation of myPerspectives, Grade 6, ©2017  
to the C3 Framework for Social Studies State Standards, Grades 6-8**

C3 Framework for Social Studies Grades 6-8	myPerspectives Grade 6, ©2017
<b>Developing Questions &amp; PLANNING INQUIRIES</b>	
<b>Dimension 1, Constructing Compelling Questions</b>	
INDIVIDUALLY AND WITH OTHERS, STUDENTS CONSTRUCT COMPELLING QUESTIONS, AND ...	
<b>D1.1.6-8.</b> Explain how a question represents key ideas in the field.	<b>SE/TE:</b> Essential Question, 10, 20, 30, 80, 98, 112, 122, 134, 174, 192, 210, 218, 226, 234, 262, 280, 308, 340, 349, 358, 390, 424, 440 <b>TE only:</b> Author's Perspective (Examples), 4, 22, 32, 34, 40, 78, 84, 86, 92, 100, 114, 128, 130, 137, 138, 172, 178, 180, 202, 228, 260, 361, 394, 402, 405, 434, 436, 443
<b>D1.2.6-8.</b> Explain points of agreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.	<b>SE/TE:</b> Analyze the Text, 46, 56, 112, 122, 160, 200, 210, 211, 218, 219, 252, 258, 384, 432, 448, 455, 461, 472 <b>TE only:</b> Author's Perspective (Examples), 4, 22, 32, 34, 40, 78, 84, 86, 92, 100, 114, 128, 130, 137, 138, 172, 178, 180, 202, 228, 260, 361, 394, 402, 405, 434, 436, 443
<b>Dimension 1, Constructing Supporting Questions</b>	
INDIVIDUALLY AND WITH OTHERS, STUDENTS CONSTRUCT COMPELLING QUESTIONS, AND ...	
<b>D1.3.6-8.</b> Explain points of agreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a supporting question.	<b>SE/TE:</b> Conduct Research, 171; Author's Perspective: Argument (Quotations from Experts, Statistics), 211; Evidence (quotations from authorities, statistics, facts), 229, 435; Plan the Project (Conduct Research), 259; Consulting Print and Digital Sources, R25; Types of Evidence, R29 <b>TE only:</b> Cross- Curricular Perspectives, 6, 16, 31, 47, 51, 63, 105, 112, 198, 206, 242, 276, 288, 292, 404, 412, 446
<b>D1.4.6-8.</b> Explain how the relationship between supporting questions and compelling questions is mutually reinforcing.	<b>SE/TE:</b> Writing to Compare, 77, 151, 223, 351, 465; Writing to Sources, 24, 49, 116, 126, 204, 227, 247, 344, 387, 428, 433, 473; Performance-Based Assessment, 86, 180, 268, 396, 482 <b>TE only:</b> Author's Perspective (Examples), 4, 22, 32, 34, 40, 78, 84, 86, 92, 100, 114, 128, 130, 137, 138, 172, 178, 180, 202, 228, 260, 361, 394, 402, 405, 434, 436, 443

**A Correlation of myPerspectives, Grade 6, ©2017  
to the C3 Framework for Social Studies State Standards, Grades 6-8**

C3 Framework for Social Studies Grades 6-8	myPerspectives Grade 6, ©2017
<b>Dimension 1, Determining Helpful Sources</b>	
INDIVIDUALLY AND WITH OTHERS, STUDENTS ...	
<p><b>D1.5.6-8.</b> Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of views represented in the sources.</p>	<p><b>SE/TE:</b> Evidence Log, 9, 97, 191, 279; Evidence: Anecdotes, Examples, 33; Facts, 229, 435; Dialogue, 353; Conduct Research, 171; Author's Perspective: Argument (Quotations from experts, statistics), 211; Evidence (Quotations from Authorities, Statistics, Facts), 229, 435; Plan the Project (Conduct Research), 259; Consulting Print and Digital Sources, R25; Types of Evidence, R29</p> <p><b>TE only:</b> Cross- Curricular Perspectives, 6, 16, 31, 47, 51, 63, 105, 112, 198, 206, 242, 276, 288, 292, 404, 412, 446</p> <p><i>Additional Resources:</i> myPerspectives Plus: Writing and Research: Interactive Research Lessons: Integrating Quotations, Citations, and Images-Middle School; Research Writing-Middle School; Sources and Evidence-Middle School; Common Core Companion: Writing 7, 246–252; Writing 8, 253–266</p>
<b>Applying Disciplinary Concepts &amp; TOOLS</b>	
<b>CIVICS</b>	
<b>Dimension 2, Civic and Political Institutions</b>	
INDIVIDUALLY AND WITH OTHERS, STUDENTS...	
<p><b>D2.Civ.1.6-8.</b> Distinguish the powers and responsibilities of citizens, political parties, interest groups, and the media in a variety of governmental and nongovernmental contexts.</p>	<p><b>SE/TE:</b> Public Document: “Declaration of the Rights of the Child,” 43; Magazine Article: “Michaela DePrince: The War Orphan Who Became a Ballerina,” 51; also see Resources Tool Kit: Writing Models (citizens as role models), R7, R8, R9, R10</p> <p><b>TE Only:</b> Personalize for Learning: Synonyms for <i>Kingdom</i> and <i>State</i>, 298; English Language Support (government agencies), 444C</p>

**A Correlation of myPerspectives, Grade 6, ©2017  
to the C3 Framework for Social Studies State Standards, Grades 6-8**

<b>C3 Framework for Social Studies Grades 6-8</b>	<b>myPerspectives Grade 6, ©2017</b>
<p><b>D2.Civ.2.6-8.</b> Explain specific roles played by citizens (such as voters, jurors, taxpayers, members of the armed forces, petitioners, protesters, and office-holders).</p>	<p><b>SE/TE:</b> Resources Tool Kit: Writing Models (citizens as role models), R7, R8, R9, R10; Teachers can also encourage students to use the research lesson as a guide as they explore these topics. See Research, 31, 161, 171, 259, 371, 451, 483; Internet Research, 259; Resources Tool Kit: Research, R24–R33</p> <p><i>Additional Resources:</i> myPerspectives Plus: Writing and Research: Interactive Research Lessons; Common Core Companion: Writing 7, 246–252; Writing 8, 253–266</p>
<p><b>D2.Civ.3.6-8.</b> Examine the origins, purposes, and impact of constitutions, laws, treaties, and international agreements.</p>	<p><b>SE/TE:</b> Students can explore the nature of laws in these scenes from <i>The Phantom Tollbooth</i>, Act I, 289, 304 in which the main character is confronted with absurd laws and struggles to understand their purpose. Also see the following selections: Public Document: “Declaration of the Rights of the Child,” 44 (laws); Magazine Article: “Michaela DePrince: The War Orphan Who Became a Ballerina,” 51 (lack of law)</p> <p><b>TE Only:</b> Research to Clarify: Laws, 45; Personalize for Learning: Challenge (Research Laws), 167; Synonyms for <i>Kingdom</i> and <i>State</i>, 298</p>
<p><b>D2.Civ.4.6-8.</b> Explain the powers and limits of the three branches of government, public officials, and bureaucracies at different levels in the United States and in other countries.</p>	<p><b>SE/TE:</b> Public Document: “Declaration of the Rights of the Child,” 44 (levels of government); What on Earth Is Left to Explore? (Unit Introduction, Government Leaders), 404</p> <p><b>TE Only:</b> Personalize for Learning: Synonyms for <i>Kingdom</i> and <i>State</i>, 298; English Language Support (government agencies), 444C</p>

**A Correlation of myPerspectives, Grade 6, ©2017  
to the C3 Framework for Social Studies State Standards, Grades 6-8**

<b>C3 Framework for Social Studies Grades 6-8</b>	<b>myPerspectives Grade 6, ©2017</b>
<b>D2.Civ.5.6-8.</b> Explain the origins, functions, and structure of government with reference to the U.S. Constitution, state constitutions, and selected other systems of government.	<p><b>SE/TE:</b> Teachers can encourage students to use the research lesson as a guide as they explore these topics. See Research, 31, 161, 171, 259, 371, 451, 483; Internet Research, 259; Resources Tool Kit: Research, R24–R33</p> <p><i>Additional Resources:</i> myPerspectives Plus: Writing and Research: Interactive Research Lessons; Common Core Companion: Writing 7, 246–252; Writing 8, 253–266</p>
<b>D2.Civ.6.6-8.</b> Describe the roles of political, civil, and economic organizations in shaping people’s lives.	<p><b>SE/TE:</b> United Nations: “Declaration of the Rights of the Child,” 44 ; Magazine Article: “Michaela DePrince: The War Orphan Who Became a Ballerina,” 51</p> <p><b>TE Only:</b> Research to Clarify: Laws, 45; Personalize for Learning: Challenge (Research Laws), 167</p>
<b>Dimension 2, Participation and Deliberation</b>	
INDIVIDUALLY AND WITH OTHERS, STUDENTS...	
<b>D2.Civ.7.6-8.</b> Apply civic virtues and democratic principles in school and community settings.	<p><b>SE/TE:</b> Working as a Team, 40, 136, 236, 360, 442; Conduct a Small-Group Discussion, 8, 96, 190, 255, 278; Resources Tool Kit: Writing Models (citizens as role models), R7, R8, R9, R10; also see: Whole-Group Discussion, 117; Partner Discussion, 127; Share Your Independent Learning: 84, 178, 266, 394, 490; Research and Discuss, 31, 161; Compare Notes, 150; Discuss It, 2, 54, 84, 89, 90, 121, 178, 183, 184, 266, 271, 272, 374, 394, 400; Group Discussion Tip, 46, 47, 56, 59, 65, 73, 141, 147, 168, 169, 244, 252, 368, 376, 384, 471</p> <p><i>Additional Resources:</i> myPerspectives Plus: Common Core Companion: Writing 7, 246–252; Writing 8, 253–266</p>

**A Correlation of myPerspectives, Grade 6, ©2017  
to the C3 Framework for Social Studies State Standards, Grades 6-8**

<b>C3 Framework for Social Studies Grades 6-8</b>	<b>myPerspectives Grade 6, ©2017</b>
<p><b>D2.Civ.8.6-8.</b> Analyze ideas and principles contained in the founding documents of the United States, and explain how they influence the social and political system.</p>	<p><b>SE/TE:</b> Teachers can encourage students to use the research lesson as a guide as they explore these topics. See Research, 31, 161, 171, 259, 371, 451, 483; Internet Research, 259; Resources Tool Kit: Research, R24–R33</p> <p><i>Additional Resources:</i> myPerspectives Plus: Writing and Research: Interactive Research Lessons; Common Core Companion: Writing 7, 246–252; Writing 8, 253–266</p>
<p><b>D2.Civ.9.6-8.</b> Compare deliberative processes used by a wide variety of groups in various settings.</p>	<p><b>SE/TE:</b> Students can explore the nature of laws in these scenes from <i>The Phantom Tollbooth</i>, Act I, 289, 304 in which the main character is confronted with absurd laws and struggles to understand their purpose. Also see the following selections: Public Document: “Declaration of the Rights of the Child,” 44 (laws); Magazine Article: “Michaela DePrince: The War Orphan Who Became a Ballerina,” 51 (lack of law)</p> <p><b>TE Only:</b> Research to Clarify: Laws, 45; Personalize for Learning: Challenge (Research Laws), 167; Synonyms for <i>Kingdom</i> and <i>State</i>, 298</p>
<p><b>D2.Civ.10.6-8.</b> Explain the relevance of personal interests and perspectives, civic virtues, and democratic principles when people address issues and problems in government and civil society.</p>	<p><b>SE/TE:</b> Public Document: “Declaration of the Rights of the Child,” 43; Magazine Article: “Michaela DePrince: The War Orphan Who Became a Ballerina,” 51; also see: Resources Tool Kit: Writing Models (citizens as role models), R7, R8, R9, R10</p> <p><b>TE Only:</b> Personalize for Learning: Synonyms for <i>Kingdom</i> and <i>State</i>, 298; English Language Support (government agencies), 444C</p>



**A Correlation of myPerspectives, Grade 6, ©2017  
to the C3 Framework for Social Studies State Standards, Grades 6-8**

C3 Framework for Social Studies Grades 6-8	myPerspectives Grade 6, ©2017
<b>Dimension 2, Processes, Rules, and Laws</b>	
INDIVIDUALLY AND WITH OTHERS, STUDENTS...	
<b>D2.Civ.11.6-8.</b> Differentiate among procedures for making decisions in the classroom, school, civil society, and local, state, and national government in terms of how civic purposes are intended.	<p><b>SE/TE:</b> Working as a Team, 40, 136, 236, 360, 442; Whole-Class Performance Task: Argument, 228–233, 434–439; Writing to Sources; Argument, 204, 428; Debate, 190, 406</p> <p><b>TE only:</b> Analyze Persuasive Techniques, 208; Cross-Curricular Perspectives, 242</p> <p><i>Additional Resources:</i> myPerspectives Plus: Common Core Companion: Writing 1: Supporting a Claim, 175</p>
<b>D2.Civ.12.6-8.</b> Assess specific rules and laws (both actual and proposed) as means of addressing public problems.	<p><b>SE/TE:</b> Students can explore the nature of laws in these scenes from <i>The Phantom Tollbooth</i>, Act I, 289, 304 in which the main character is confronted with absurd laws and struggles to understand their purpose. Also see the following selections: Public Document: "Declaration of the Rights of the Child," 44 (laws); Magazine Article: "Michaela DePrince: The War Orphan Who Became a Ballerina," 51 (lack of law)</p> <p><b>TE Only:</b> Research to Clarify: Laws, 45; Personalize for Learning: Challenge (Research Laws), 167; Synonyms for <i>Kingdom</i> and <i>State</i>, 298</p>
<b>D2.Civ.13.6-8.</b> Analyze the purposes, implementation, and consequences of public policies in multiple settings.	<p><b>SE/TE:</b> United Nations: "Declaration of the Rights of the Child," 44 ; Magazine Article: "Michaela DePrince: The War Orphan Who Became a Ballerina," 51; Resources Tool Kit: Writing Models (citizens as role models), R7, R8, R9, R10</p> <p>Independent Learning:</p> <ul style="list-style-type: none"> <li>• "Mars Can Wait. Oceans Can't"</li> <li>• "Should NASA Pay Companies To Fly Astronauts To The International Space Station?"</li> <li>• "Should Polar Tourism Be Allowed?"</li> </ul>
<b>D2.Civ.14.6-8.</b> Compare historical and	<b>SE/TE:</b> "Reading Buddies," 94; "That's Not

**A Correlation of myPerspectives, Grade 6, ©2017  
to the C3 Framework for Social Studies State Standards, Grades 6-8**

<b>C3 Framework for Social Studies Grades 6-8</b>	<b>myPerspectives Grade 6, ©2017</b>
contemporary means of changing societies, and promoting the common good.	Progress!" 188; "Is Our gain Also Our loss?" 249; BBC Science Club: "All About Exploration," 431; also see: Public Document: "Declaration of the Rights of the Child," 44 (laws); Magazine Article: "Michaela DePrince: The War Orphan Who Became a Ballerina," 51 (lack of law) <b>TE Only:</b> Research to Clarify: Laws, 45; Personalize for Learning: Challenge (Research Laws), 167
<b>ECONOMICS</b>	
<b>Dimension 2, Economic Decision Making</b>	
INDIVIDUALLY AND WITH OTHERS, STUDENTS...	
<b>D2.Eco.1.6-8.</b> Explain how economic decisions affect the well-being of individuals, businesses, and society.	<b>TE only:</b> Students can explore this concept as they examine the Independent Learning activity. "Should NASA Pay Companies to Fly Astronauts to the International Space Station?" / "Should Polar Tourism Be Allowed?," 488E; Personalize for Learning: Challenge (Research Sustainable Fuel Sources), 383  <i>Additional Resources:</i> myPerspectives Plus: Writing 7: 246–252; Writing and Research: Interactive Research Lessons
<b>D2.Eco.2.6-8.</b> Evaluate alternative approaches or solutions to current economic issues in terms of benefits and costs for different groups and society as a whole.	<b>SE/TE:</b> Students explore the role of poverty in rural India as they read: <i>from A Long Way Home</i> , pages 411–429. <b>TE only:</b> Personalize for Learning: Challenge (Research Sustainable Fuel Sources), 383
<b>Dimension 2, Exchange and Markets</b>	
INDIVIDUALLY AND WITH OTHERS, STUDENTS...	
<b>D2.Eco.3.6-8.</b> Explain the roles of buyers and sellers in product, labor, and financial markets.	<b>SE/TE:</b> Students can explore this concept as the read about the art world in "Monkey Master," pages 152–161 <b>TE only:</b> Personalize for Learning: Challenge (Research Sustainable Fuel Sources), 383

**A Correlation of myPerspectives, Grade 6, ©2017  
to the C3 Framework for Social Studies State Standards, Grades 6-8**

<b>C3 Framework for Social Studies Grades 6-8</b>	<b>myPerspectives Grade 6, ©2017</b>
<p><b>D2.Eco.4.6-8.</b> Describe the role of competition in the determination of prices and wages in a market economy.</p>	<p><b>TE only:</b> Students can explore this concept as they examine the Independent Learning activity. “Should NASA Pay Companies to Fly Astronauts to the International Space Station? / Should Polar Tourism Be Allowed?”, 488E; Personalize for Learning: Challenge (Research Sustainable Fuel Sources), 383</p> <p><i>Additional Resources:</i> myPerspectives Plus: Writing 7: 246–252; Writing and Research: Interactive Research Lessons</p>
<p><b>D2.Eco.5.6-8.</b> Explain ways in which money facilitates exchange by reducing transactional costs.</p>	<p><b>SE/TE:</b> Teachers can encourage students to explore trade as they read the selection on the opening of the frontier in <i>from Lewis &amp; Clark</i>, 477.</p>
<p><b>D2.Eco.6.6-8.</b> Explain how changes in supply and demand cause changes in prices and quantities of goods and services, labor, credit, and foreign currencies.</p>	<p><b>SE/TE:</b> Students can use the techniques in the Research Handbook to explore this objective. See pages R24–R33.</p> <p><i>Additional Resources:</i> myPerspectives Plus: Writing 7: 246–252; Writing and Research: Interactive Research Lessons</p>
<p><b>D2.Eco.7.6-8.</b> Analyze the role of innovation and entrepreneurship in a market economy.</p>	<p><b>SE/TE:</b> Students explore technological changes as they read the following: “<i>Teens and Technology Share a Future</i>,” 207; “<i>The Black Hole of Technology</i>,” 215; “<i>Is Our Gain Also Our Loss?</i>,” 249; “<i>Bored ... and Brilliant?</i>,” 257</p> <p><b>TE only:</b> Personalize for Learning: Challenge (Research Sustainable Fuel Sources), 383</p>
<p><b>D2.Eco.8.6-8.</b> Explain how external benefits and costs influence market outcomes.</p>	<p><b>SE/TE:</b> Students can explore internet commerce after they watch and discuss the video: “<i>The Internet of Things</i>,” 225.</p>

**A Correlation of myPerspectives, Grade 6, ©2017  
to the C3 Framework for Social Studies State Standards, Grades 6-8**

<b>C3 Framework for Social Studies Grades 6-8</b>	<b>myPerspectives Grade 6, ©2017</b>
<b>D2.Eco.9.6-8.</b> Describe the roles of institutions such as corporations, non-profits, and labor unions in a market economy.	<p><b>SE/TE:</b> Teachers can encourage students to use the research lessons as a guide as they explore these topics. See Research, 31, 161, 259, 451; Research, R24–R33</p> <p><i>Additional Resources:</i> myPerspectives Plus: Writing 7: 246–252; Writing and Research: Interactive Research Lessons</p>
<b>Dimension 2, The National Economy</b>	
INDIVIDUALLY AND WITH OTHERS, STUDENTS...	
<b>D2.Eco.10.6-8.</b> Explain the influence of changes in interest rates on borrowing and investing.	<p><b>SE/TE:</b> Students can use the techniques in the Research Handbook to explore this objective. See pages R24–R33.</p> <p><i>Additional Resources:</i> myPerspectives Plus: Writing 7: 246–252; Writing and Research: Interactive Research Lessons</p>
<b>D2.Eco.11.6-8.</b> Use appropriate data to evaluate the state of employment, unemployment, inflation, total production, income, and economic growth in the economy.	<p><b>SE/TE:</b> Teachers can encourage students to use the research lessons as a guide as they explore these topics. See Research, 31, 161, 259, 451; Research, R24–R33</p> <p><i>Additional Resources:</i> myPerspectives Plus: Writing 7: 246–252; Writing and Research: Interactive Research Lessons</p>
<b>D2.Eco.12.6-8.</b> Explain how inflation, deflation, and unemployment affect different groups.	<p><b>SE/TE:</b> Teachers can encourage students to use the research lessons as a guide as they explore these topics. See Research, 31, 161, 259, 451, 483; Internet Research, 259; Conduct Research, 171, 371, 451, 483; Research, R24–R33</p> <p><i>Additional Resources:</i> myPerspectives Plus: Writing 7: 246–252; Writing and Research: Interactive Research Lessons</p>

**A Correlation of myPerspectives, Grade 6, ©2017  
to the C3 Framework for Social Studies State Standards, Grades 6-8**

<b>C3 Framework for Social Studies Grades 6-8</b>	<b>myPerspectives Grade 6, ©2017</b>
<b>D2.Eco.13.6-8.</b> Explain why standards of living increase as productivity improves.	<b>SE/TE:</b> Students can witness different standards of living as the read about rural India. See <i>from A Long Way Home</i> , pages 411–429.
<b>Dimension 2, The Global Economy</b>	
INDIVIDUALLY AND WITH OTHERS, STUDENTS...	
<b>D2.Eco.14.6-8.</b> Explain barriers to trade and how those barriers influence trade among nations.	<b>SE/TE:</b> Teachers can encourage students to explore trade as they read the selection on the opening of the frontier in <i>from Lewis &amp; Clark</i> , 477.
<b>D2.Eco.15.6-8.</b> Explain the benefits and the costs of trade policies to individuals, businesses, and society.	<b>SE/TE:</b> Teachers can encourage students to explore trade as they read the selection on the opening of the frontier in <i>from Lewis &amp; Clark</i> , 477.
<b>GEOGRAPHY</b>	
<b>Dimension 2, Geographic Representations</b>	
INDIVIDUALLY AND WITH OTHERS, STUDENTS...	
<b>D2.Geo.1.6-8.</b> Construct maps to represent and explain the spatial patterns of cultural and environmental characteristics.	<b>SE/TE:</b> Speaking and Listening: Annotated Map, 429; Research, 483 <b>TE only:</b> Personalized for Learning: Challenge (Create a Map), 167
<b>D2.Geo.2.6-8.</b> Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions, and changes in their environmental characteristics.	<b>SE/TE:</b> Google Earth Image of Kolkata, 414; also see: Speaking and Listening: Annotated Map, 429; Research, 483 <b>TE only:</b> English Language Support (Map of Africa), 50C, 100C, 462C; Cross-Curricular Perspectives: Social Studies, 51; Personalize for Learning: Challenge, 464
<b>D2.Geo.3.6-8.</b> Use paper based and electronic mapping and graphing techniques to represent and analyze spatial patterns of different environmental and cultural characteristics.	<b>SE/TE:</b> Google Earth Image of Kolkata, 414; also see: Speaking and Listening: Annotated Map, 429; Research, 483 <b>TE only:</b> English Language Support (Map of Africa), 50C, 100C, 462C; Cross-Curricular Perspectives: Social Studies, 51; Personalize for Learning: Challenge, 464

**A Correlation of myPerspectives, Grade 6, ©2017  
to the C3 Framework for Social Studies State Standards, Grades 6-8**

C3 Framework for Social Studies Grades 6-8	myPerspectives Grade 6, ©2017
<b>Dimension 2, Human-Environment Interaction</b>	
INDIVIDUALLY AND WITH OTHERS, STUDENTS...	
<b>D2.Geo.4.6-8.</b> Explain how cultural patterns and economic decisions influence environments and the daily lives of people in both nearby and distant places.	<b>SE/TE:</b> Students explore different cultural regions in <i>myPerspectives</i> , Grade 6. Students explore the customs and lands of Japan in "Hachiko: The True Story of a Loving Dog," 119–127 and they explore rural India in <i>from A Long Way Home</i> , pages 411–429.
<b>D2.Geo.5.6-8.</b> Analyze the combinations of cultural and environmental characteristics that make places both similar to and different from other places.	<b>SE/TE:</b> Students explore the cultural and environmental characteristics of different places with the following: "Michaela DePrince: The War Orphan Who Became a Ballerina," 51–59; <i>from My Life with the Chimpanzees</i> , 101; "Hachiko: The True Story of a Loving Dog," 119–127; <i>from A Long Way Home</i> , pages 411–429; "To the Top of Everest," 463
<b>D2.Geo.6.6-8.</b> Explain how the physical and human characteristics of places and regions are connected to human identities and cultures.	<b>SE/TE:</b> Students explore the regions of Africa, Japan, and India in the following selections: "Michaela DePrince: The War Orphan Who Became a Ballerina," 51–59; "Hachiko: The True Story of a Loving Dog," 119–127; <i>from A Long Way Home</i> , pages 411–429. <b>TE only:</b> Cross-Curricular: Social Studies (Research the Geography of India), 412; Enriching the Text (Railway Maps), 414
<b>Dimension 2, Human Population: Spatial Patterns and Movements</b>	
INDIVIDUALLY AND WITH OTHERS, STUDENTS...	
<b>D2.Geo.7.6-8.</b> Explain how changes in transportation and communication technology influence the spatial connections among human settlements and affect the diffusion of ideas and cultural practices.	<b>SE/TE:</b> Students explore technological changes as they read the following: "Teens and Technology Share a Future," 207; "The Black Hole of Technology," 215; "Is Our Gain Also Our Loss?," 249; "Bored ... and Brilliant?," 257

**A Correlation of myPerspectives, Grade 6, ©2017  
to the C3 Framework for Social Studies State Standards, Grades 6-8**

<b>C3 Framework for Social Studies Grades 6-8</b>	<b>myPerspectives Grade 6, ©2017</b>
<b>D2.Geo.8.6-8.</b> Analyze how relationships between humans and environments extend or contract spatial patterns of settlement and movement.	<b>SE/TE:</b> Students can explore the relationship between humans and the environment as they read the following: from <i>My Life with the Chimpanzees</i> , 101; “Black Cowboy, Wild Horses,” 119; from <i>A Long Way Home</i> , 411; “Mission Twinpossible,” 445; from <i>Lewis &amp; Clark</i> , 477
<b>D2.Geo.9.6-8.</b> Evaluate the influences of long-term human-induced environmental change on spatial patterns of conflict and cooperation.	<b>SE/TE:</b> Students can encourage a discussion of environmental change as students read the following: from <i>My Life with the Chimpanzees</i> , 101; “To the Top of Everest,” 463 <b>TE only:</b> Personalize for Learning: Challenge (Research War), 55
<b>Dimension 2, Global Interconnections</b>	
INDIVIDUALLY AND WITH OTHERS, STUDENTS...	
<b>D2.Geo.10.6-8.</b> Analyze the ways in which cultural and environmental characteristics vary among various regions of the world.	<b>SE/TE:</b> Students explore different cultural regions in <i>myPerspectives</i> , Grade 6. Students explore the customs and lands of Japan in “Hachiko: The True Story of a Loving Dog,” 119–127 and they explore rural India in <i>from A Long Way Home</i> , pages 411–429.
<b>D2.Geo.11.6-8.</b> Explain how the relationship between the environmental characteristics of places and production of goods influences the spatial patterns of world trade.	<b>SE/TE:</b> Teachers can encourage students to explore trade as they read the selection on the opening of the frontier in <i>from Lewis &amp; Clark</i> , 477.
<b>D2.Geo.12.6-8.</b> Explain how global changes in population distribution patterns affect changes in land use in particular places.	<b>SE/TE:</b> As students read <i>A Long Way Home</i> by Saroo Brierley, they are transported from his home in Australia to his birthplace in rural India. See pages 411–429.
<b>HISTORY</b>	

**A Correlation of myPerspectives, Grade 6, ©2017  
to the C3 Framework for Social Studies State Standards, Grades 6-8**

C3 Framework for Social Studies Grades 6-8	myPerspectives Grade 6, ©2017
<b>Dimension 2, Change, Continuity, and Context</b>	
INDIVIDUALLY AND WITH OTHERS, STUDENTS...	
<b>D2.His.1.6-8.</b> Analyze connections among events and developments in broader historical contexts.	<b>SE/TE:</b> Writing to Sources: Annotated Timeline, 483 <b>TE only:</b> Personalize for Learning: Sequence of Events (Timeline), 50; Challenge, 121; Facilitating Small Group Learning, 53; English Language Support, 118C, 462C; Cross-Curricular Perspectives: Social Studies, 206; Science, 225
<b>D2.His.2.6-8.</b> Classify series of historical events and developments as examples of change and/or continuity.	<b>SE/TE:</b> Students explore change and continuity as they create timelines. See the following: Writing to Sources: Annotated Timeline, 483; also see: from <i>Tales from the Odyssey</i> , 453; from <i>Lewis &amp; Clark</i> , 477 <b>TE only:</b> Personalize for Learning: Sequence of Events (Timeline), 50; Challenge, 121; Facilitating Small Group Learning, 53; English Language Support, 118C, 462C; Cross-Curricular Perspectives: Social Studies, 206; Science, 225
<b>D2.His.3.6-8.</b> Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are seen as historically significant.	<b>SE/TE:</b> Students can explore historically significant individual and groups as they read the following selections: <i>“Black Cowboy, Wild Horses,”</i> 163; from <i>Tales from the Odyssey</i> , 453; from <i>Lewis &amp; Clark</i> , 477
<b>Dimension 2, Perspectives</b>	
INDIVIDUALLY AND WITH OTHERS, STUDENTS...	
<b>D2.His.4.6-8.</b> Analyze multiple factors that influenced the perspectives of people during different historical eras.	<b>SE/TE:</b> Analyze Craft and Structure: Author’s Purpose, 66, 113; Author’s Perspective, 211; Reflective Writing, 253; Reflective Essay, 385  <i>Additional Resources:</i> myPerspectives Plus: Common Core Companion: Informational Text 6: 137–143



**A Correlation of myPerspectives, Grade 6, ©2017  
to the C3 Framework for Social Studies State Standards, Grades 6-8**

<b>C3 Framework for Social Studies Grades 6-8</b>	<b>myPerspectives Grade 6, ©2017</b>
<b>D2.His.5.6-8.</b> Explain how and why perspectives of people have changed over time.	<b>SE/TE:</b> Analyze Craft and Structure: Author’s Purpose, 66, 113; Author’s Perspective, 211; Reflective Writing, 253; Reflective Essay, 385; also see: “Is Our Gain Also Our Loss?” 249; “Bored ... and Brilliant? A Challenge to Disconnect From Your Phone,” 257  <i>Additional Resources:</i> myPerspectives Plus: Common Core Companion: Informational Text 6: 137–143
<b>D2.His.6.6-8.</b> Analyze how people’s perspectives influenced what information is available in the historical sources they created.	<b>SE/TE:</b> Students can explore the perspective of the author in the following historical works: <i>from Tales From the Odyssey</i> , 453; “To the Top of Everest,” 463; <i>from Lewis &amp; Clark</i> , 477  <i>Additional Resources:</i> myPerspectives Plus: Common Core Companion: Informational Text 6: 137–143
<b>Dimension 2, Historical Sources and Evidence</b>	
INDIVIDUALLY AND WITH OTHERS, STUDENTS...	
<b>D2.His.9.6-8.</b> Classify the kinds of historical sources used in a secondary interpretation.	<b>SE/TE:</b> Students are exposed to secondary interpretation of historical events as they read the following: <i>from Tales from the Odyssey</i> , 453; <i>from Lewis &amp; Clark</i> , 477.  <i>Additional Resources:</i> myPerspectives Plus: Writing and Research: Interactive Research Lessons
<b>D2.His.10.6-8.</b> Detect possible limitations in the historical record based on evidence collected from different kinds of historical sources.	<b>SE/TE:</b> Students can explore limitations in the historical record after reading the following works: <i>from Tales from the Odyssey</i> , 453; “To the Top of Everest,” 463; <i>from Lewis &amp; Clark</i> , 477  <i>Additional Resources:</i> myPerspectives Plus: Writing and Research: Interactive Research Lessons

**A Correlation of myPerspectives, Grade 6, ©2017  
to the C3 Framework for Social Studies State Standards, Grades 6-8**

<b>C3 Framework for Social Studies Grades 6-8</b>	<b>myPerspectives Grade 6, ©2017</b>
<b>D2.His.11.6-8.</b> Use other historical sources to infer a plausible maker, date, place of origin, and intended audience for historical sources where this information is not easily identified.	<b>SE/TE:</b> Gather Evidence from Sources, 229; Research, 31, 161, 259, 451, 483; Internet Research, 259; Conduct Research, 171, 371, 451, 483; Research, R24-R33  <i>Additional Resources:</i> myPerspectives Plus: Common Core Companion: Writing 7: 246-252; Writing 8: 253-266
<b>D2.His.12.6-8.</b> Use questions generated about multiple historical sources to identify further areas of inquiry and additional sources.	<b>SE/TE:</b> Research, 31, 161, 259, 451, 483; Internet Research, 259; Conduct Research, 171, 371, 451, 483; Research, R24-R33 <b>TE only:</b> Personalize for Learning: Challenge (Research War), 55; Research, 454  <i>Additional Resources:</i> myPerspectives Plus: Common Core Companion: Writing 7: 246-252; Writing 8: 253-266
<b>D2.His.13.6-8.</b> Evaluate the relevancy and utility of a historical source based on information such as maker, date, place of origin, intended audience, and purpose.	<b>SE/TE:</b> Gather Evidence from Sources, 229; Research, 31, 161, 259, 451, 483; Internet Research, 259; Conduct Research, 171, 371, 451, 483; Research, R24-R33  <i>Additional Resources:</i> myPerspectives Plus: Common Core Companion: Writing 7: 246-252; Writing 8: 253-266
<b>Dimension 2, Causation and Argumentation</b>	
INDIVIDUALLY AND WITH OTHERS, STUDENTS...	
<b>D2.His.14.6-8.</b> Explain multiple causes and effects of events and developments in the past.	<b>SE/TE:</b> Students can explore causes and effects as they complete timelines. Writing to Sources: Annotated Timeline, 483; also see: "Michaela DePrince: The War Orphan Who Became a Ballerina," 51; from <i>Tales from the Odyssey</i> , 453 <b>TE only:</b> Personalize for Learning: Sequence of Events (Timeline), 50; Challenge, 121; Facilitating Small Group Learning, 53; English Language Support, 118C, 462C; Cross-Curricular Perspectives: Social Studies, 206; Science, 225

**A Correlation of myPerspectives, Grade 6, ©2017  
to the C3 Framework for Social Studies State Standards, Grades 6-8**

<b>C3 Framework for Social Studies Grades 6-8</b>	<b>myPerspectives Grade 6, ©2017</b>
<b>D2.His.15.6-8.</b> Evaluate the relative influence of various causes of events and developments in the past.	<b>SE/TE:</b> Students can explore this objective as they read the following selections: <i>“Michaela DePrince: The War Orphan Who Became a Ballerina,”</i> 51; <i>from Tales From the Odyssey,</i> 453; <i>from Lewis &amp; Clark,</i> 477
<b>D2.His.16.6-8.</b> Organize applicable evidence into a coherent argument about the past.	<b>SE/TE:</b> Whole-Class Performance Task: Argument, 228–233, 434–439; Writing to Sources; Argument, 204, 428 <b>TE only:</b> Analyze Persuasive Techniques, 208; Cross-Curricular Perspectives, 242  <i>Additional Resources:</i> myPerspectives Plus: Common Core Companion: Informational Text 8: 151–157; Writing 1: Supporting a Claim, 175
<b>D2.His.17.6-8.</b> Compare the central arguments in secondary works of history on related topics in multiple media.	<b>SE/TE:</b> Students can analyze the arguments in the following selections: <i>“Is Our Gain Also Our Loss?”</i> 249; <i>“Bored ... and Brilliant? A Challenge to Disconnect from Your Phone,”</i> 257 <b>TE only:</b> “Should NASA Pay Companies to Fly Astronauts to the International Space Station?” / “Should Polar Tourism Be Allowed?,” 488E  <i>Additional Resources:</i> myPerspectives Plus: Common Core Companion: Informational Text 8: 151–157
<b>Evaluating Sources &amp; USING EVIDENCE</b>	
<b>Dimension 3, Gathering and Evaluating Sources</b>	
INDIVIDUALLY AND WITH OTHERS, STUDENTS...	
<b>D3.1.6-8.</b> Gather relevant information from multiple sources while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.	<b>SE/TE:</b> Gather Evidence from Sources, 229; Research, 31, 161, 259, 451, 483; Internet Research, 259; Conduct Research, 171, 371, 451, 483; Research, R24–R33  <i>Additional Resources:</i> myPerspectives Plus: Common Core Companion: Writing 7: 246–252; Writing 8: 253–266

**A Correlation of myPerspectives, Grade 6, ©2017  
to the C3 Framework for Social Studies State Standards, Grades 6-8**

<b>C3 Framework for Social Studies Grades 6-8</b>	<b>myPerspectives Grade 6, ©2017</b>
<b>D3.2.6-8.</b> Evaluate the credibility of a source by determining its relevance and intended use.	<p><b>SE/TE:</b> Planning/Prewriting, 229; Review Evidence for and Argument, 267; Argument Rubric, 269; Conduct Research, 371, 451; Explanatory Essay, 180; Writing to Sources, 204; Research, 259</p> <p><i>Additional Resources:</i> myPerspectives Plus: Common Core Companion: Writing 8: Evaluating Sources, 256</p>
<b>Dimension 3, Developing Claims and Using Evidence</b>	
INDIVIDUALLY AND WITH OTHERS, STUDENTS...	
<b>D3.3.6-8.</b> Identify evidence that draws information from multiple sources to support claims, noting evidentiary limitations.	<p><b>SE/TE:</b> Evidence Log, 9, 97, 191, 279; Evidence: Anecdotes, Examples, 33; Facts, 229, 435; Dialogue, 353; Conduct Research, 171; Author's Perspective: Argument (Quotations from experts, statistics), 211; Evidence (Quotations from Authorities, Statistics, Facts), 229, 435; Plan the Project (Conduct Research), 259; Consulting Print and Digital Sources, R25; Types of Evidence, R29</p> <p><b>TE only:</b> Cross- Curricular Perspectives, 6, 16, 31, 47, 51, 63, 105, 112, 198, 206, 242, 276, 288, 292, 404, 412, 446</p> <p><i>Additional Resources:</i> myPerspectives Plus: Writing and Research: Interactive Research Lessons: Integrating Quotations, Citations, and Images-Middle School; Research Writing-Middle School; Sources and Evidence-Middle School; Common Core Companion: Writing 7, 246–252; Writing 8, 253–266</p>
<b>D3.4.6-8.</b> Develop claims and counterclaims while pointing out the strengths and limitations of both.	<p><b>SE/TE:</b> Whole-Class Performance Task: Argument, 228–233, 434–439; Writing to Sources; Argument, 204, 428; Debate, 190, 406</p> <p><b>TE only:</b> Analyze Persuasive Techniques, 208; Cross-Curricular Perspectives, 242</p> <p><i>Additional Resources:</i> myPerspectives Plus: Common Core Companion: Writing 1: Supporting a Claim, 175</p>

**A Correlation of myPerspectives, Grade 6, ©2017  
to the C3 Framework for Social Studies State Standards, Grades 6-8**

C3 Framework for Social Studies Grades 6-8	myPerspectives Grade 6, ©2017
<b>Communicating Conclusions &amp; Taking INFORMED ACTION</b>	
<b>Dimension 4, Communicating Conclusions</b>	
INDIVIDUALLY AND WITH OTHERS, STUDENTS USE WRITING, VISUALIZING, AND SPEAKING TO...	
<p><b>D4.1.6-8.</b> Construct arguments using claims and evidence from multiple sources, while acknowledging the strengths and limitations of the arguments.</p>	<p><b>SE/TE:</b> Whole-Class Performance Task: Argument, 228–233, 434–439; Writing to Sources; Argument, 204, 428; Debate, 190, 406  <b>TE only:</b> Analyze Persuasive Techniques, 208; Cross-Curricular Perspectives, 242</p> <p><i>Additional Resources:</i> myPerspectives Plus: Common Core Companion: Writing 1: 173–183</p>
<p><b>D4.2.6-8.</b> Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations.</p>	<p><b>SE/TE:</b> Whole-Class Performance Task: Explanatory Essay, 128–133; Informative Presentation, 172–173; Writing to Sources: Informational Article, 49; Informative Essay, 126; Objective Summary, 227</p> <p><i>Additional Resources:</i> myPerspectives Plus: Common Core Companion: Writing 2: 184–195</p>
<p><b>D4.3.6-8.</b> Present adaptations of arguments and explanations on topics of interest to others to reach audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).</p>	<p><b>SE/TE:</b> Whole-Class Performance Task: Explanatory Essay, 128–133; Informative Presentation, 172–173; Argument, 228–233, 434–439; Writing to Sources; Informational Article, 49; Informative Essay, 126; Argument, 204, 428; Objective Summary, 227; Debate, 190, 406  <b>TE only:</b> Analyze Persuasive Techniques, 208; Cross-Curricular Perspectives, 242</p> <p><i>Additional Resources:</i> myPerspectives Plus: Common Core Companion: Writing 1: 173–183; Writing 2: 184–195</p>

**A Correlation of myPerspectives, Grade 6, ©2017  
to the C3 Framework for Social Studies State Standards, Grades 6-8**

C3 Framework for Social Studies Grades 6-8	myPerspectives Grade 6, ©2017
<b>Dimension 4, Critiquing Conclusions</b>	
INDIVIDUALLY AND WITH OTHERS, STUDENTS...	
<b>D4.4.6-8.</b> Critique arguments for credibility.	<b>SE/TE:</b> "Teens and Technology Share a Future," 211; "The Black Hole of Technology," 219; "Teens and Technology Share a Future" / "The Black Hole of Technology," 222–223  <i>Additional Resources:</i> myPerspectives Plus: Common Core Companion: Informational Text 8: 151–157
<b>D4.5.6-8.</b> Critique the structure of explanations.	<b>SE/TE:</b> Analyze Craft and Structure: Development of Ideas: Structure, 47; Author's Influences, 385; Development of Ideas: Reflective Writing, 253; Determine the Central Idea: Make Inferences, 449  <i>Additional Resources:</i> myPerspectives Plus: Common Core Companion: Informational Text 5: 130–136
<b>Dimension 4, Taking Informed Action</b>	
INDIVIDUALLY AND WITH OTHERS, STUDENTS...	
<b>D4.6.6-8.</b> Draw on multiple disciplinary lenses to analyze how a specific problem can manifest itself at local, regional, and global levels over time, identifying its characteristics and causes, and the challenges and opportunities faced by those trying to address the problem.	<b>SE/TE:</b> "Declaration of the Rights of the Child," 42–49; Teens and Technology Share a Future," 211; "The Black Hole of Technology," 219; "Teens and Technology Share a Future" / "The Black Hole of Technology," 222–223; "Is Our Gain Also Our Loss?," 253
<b>D4.7.6-8.</b> Assess their individual and collective capacities to take action to address local, regional, and global problems, taking into account a range of possible levers of power, strategies, and potential outcomes.	<b>SE/TE:</b> "Reading Buddies," 94; "That's Not Progress!" 188; "Is Our gain Also Our loss?" 249; BBC Science Club: "All About Exploration," 431; also see: Public Document: "Declaration of the Rights of the Child," 44 (laws); Magazine Article: "Michaela DePrince: The War Orphan Who Became a Ballerina," 51 (lack of law) <b>TE Only:</b> Research to Clarify: Laws, 45; Personalize for Learning: Challenge (Research Laws), 167

**A Correlation of myPerspectives, Grade 6, ©2017  
to the C3 Framework for Social Studies State Standards, Grades 6-8**

<b>C3 Framework for Social Studies Grades 6-8</b>	<b>myPerspectives Grade 6, ©2017</b>
<p><b>D4.8.6-8.</b> Apply a range of deliberative and democratic procedures to make decisions and take action in their classrooms and schools, and in out-of-school civic contexts.</p>	<p><b>SE/TE:</b> Small-Group Learning Strategies, 38, 134, 234, 358, 440; Working as a Team, 40, 136, 236, 360, 442; also see: <i>“Declaration of the Rights of the Child,”</i> 42–49</p> <p><b>TE only:</b> Accountability in Group Work, 443</p>