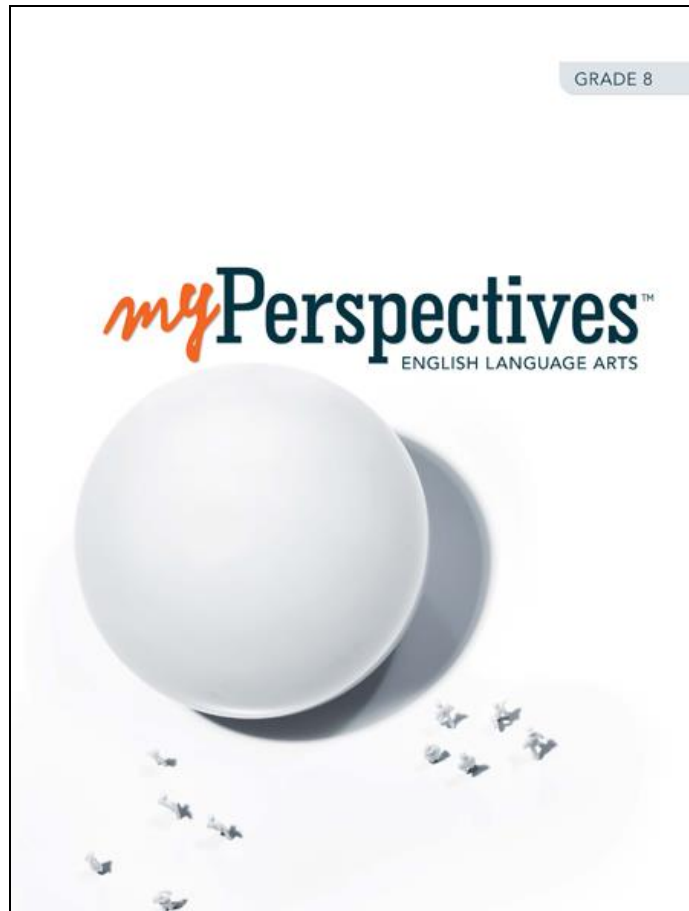


## A Correlation of



To the

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

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**Introduction**

This document demonstrates how *myPerspectives™ English Language Arts*, Grade 8 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.

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<b>C3 Framework for Social Studies Grades 6-8</b>	<b>myPerspectives Grade 8, ©2017</b>
<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, 22, 40, 78, 96, 188, 199, 208, 244, 262, 270, 282, 290, 302, 330, 348, 396, 428, 446, 472, 484, 526 <b>TE only:</b> Author's Perspective (Examples), 4, 12, 24, 34, 36, 76, 82, 154, 202, 248, 296, 334, 390, 400, 432
<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, 22, 62, 72, 152, 188, 199, 240, 380, 422, 458, 459, 505 <b>TE only:</b> Author's Perspective (Examples), 4, 12, 24, 34, 36, 76, 82, 154, 202, 248, 296, 334, 390, 400, 432
<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> Types of Evidence, 35; Launch Text: Explanatory Essay, 92; Background (Secondary Sources), 195; Writing to Compare, 200; "Freedom of the Press?" 258; Facts and Details, 203; Gather Evidence from Sources, 297; "Ban the Ban!" / "Soda's a Problem but..." 287; Writing to Compare (Government's Involvement in Personal Decisions), 294; Appeals to Authority, 311 <b>TE only:</b> Author's Perspective, 272, 399, 480; Cross-Curricular Perspectives, 6, 13, 23, 32, 57, 69, 92, 110, 116, 128, 140, 172, 195, 238, 258, 277, 287, 307, 315, 344, 370, 374, 401, 405, 470
<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, 32–33, 200–201, 294–295, 388–389, 508–509; Write to Sources, 26, 193, 274, 323, 434, 462, 476 <b>TE only:</b> Author's Perspective (Examples), 4, 12, 24, 34, 36, 76, 82, 154, 202, 248, 296, 334, 390, 400, 432

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C3 Framework for Social Studies Grades 6-8	myPerspectives Grade 8, ©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> Gather Evidence, 35, 76, 203, 242, 297, 328, 391, 426, 479, 524; Consulting Print and Digital Sources, R25; Types of Evidence, R29; also see: Research to Clarify &amp; Research to Explore, 21, 49, 61, 71, 151, 187, 198, 217, 225, 239, 269, 281, 289, 309, 319, 379, 407, 421, 457, 471, 490, 504, 515</p> <p><b>TE only:</b> Cross-Curricular Perspectives, 6, 13, 23, 32, 57, 69, 92, 110, 116, 128, 140, 172, 195, 238, 258, 277, 287, 307, 315, 344, 370, 374, 401, 405, 470</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, 252–258; Writing 8, 259–272</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> Historical Perspective: The Holocaust, 98; Timeline, 196; Acceptance Speech for the Nobel Peace Prize, 223; "Freedom of the Press?," 258; "Barrington Irving, Pilot and Educator," 265; "Three Cheers for the Nanny State," 277 "Ban the Ban!" / "Soda's a Problem but...," 287; Writing to Compare (Government's Involvement in Personal Decisions), 294; "Words Do Not Pay," 307; from <i>Follow the Rabbit-Proof Fence</i>, 315; Essential Question: When is it right to take a stand?, 330; also see Resources Tool Kit: Writing Models (citizens as role models), R7, R8, R9, R10</p>

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<b>C3 Framework for Social Studies Grades 6-8</b>	<b>myPerspectives Grade 8, ©2017</b>
	<p>(Continued)</p> <p><b>TE only:</b> Cross-Curricular Perspectives: Social Studies (Research Everyday Heroes During Holocaust), 92; Social Studies (Research Warsaw Ghetto), 195; Social Studies (Research First Amendment), 258; Social Studies (Research Prohibition Laws), 277; Social Studies (Research Native American Treaties), 307; Humanities (Research Aboriginal Population of Australia), 315</p> <p>Independent Learning:</p> <ul style="list-style-type: none"> <li>• from <i>Through My Eyes</i></li> <li>• Poetry: "The Unknown Citizen"</li> <li>• Biography: <i>Harriet Tubman: Conductor on the Underground Railroad</i></li> </ul>
<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 to Clarify &amp; Research to Explore, 21, 49, 61, 71, 151, 187, 198, 217, 225, 239, 269, 281, 289, 309, 319, 379, 407, 421, 457, 471, 490, 504, 515; Research, 75, 241, 313, 411, 523; Resources Tool Kit: Research, R24–R33</p> <p><b>TE only:</b> Cross-Curricular Perspectives: Social Studies (Research Everyday Heroes During Holocaust), 92; Social Studies (Research Warsaw Ghetto), 195; Social Studies (Research First Amendment), 258; Social Studies (Research Prohibition Laws), 277; Social Studies (Research Native American Treaties), 307; Humanities (Research Aboriginal Population of Australia), 315</p> <p><i>Additional Resources:</i> myPerspectives Plus: Writing and Research: Interactive Research Lessons; Common Core Companion: Writing 7, 252–258; Writing 8, 259–272</p>

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<b>C3 Framework for Social Studies Grades 6-8</b>	<b>myPerspectives Grade 8, ©2017</b>
<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> "Freedom of the Press?," 258; "Three Cheers for the Nanny State," 277  <b>TE only:</b> Cross-Curricular Perspectives: Social Studies (Research Laws Against Jews In Holland During WW II), 172; Social Studies (Research First Amendment), 258; Social Studies (Research Prohibition Laws), 277; Social Studies (Research Native American Treaties), 307</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> Historical Perspective: The Nazi Rise to Power, 98; "Freedom of the Press?," 258; "Three Cheers for the Nanny State," 277; "Ban the Ban!" / "Soda's a Problem but...," 287; Writing to Compare (Government's Involvement in Personal Decisions), 294; "Words Do Not Pay," 307  <b>TE only:</b> Cross-Curricular Perspectives: Social Studies (Research First Amendment), 258; Social Studies (Research Prohibition Laws), 277; Social Studies (Research Native American Treaties), 307</p>
<p><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>	<p><b>SE/TE:</b> "Freedom of the Press?," 258; "Three Cheers for the Nanny State," 277  <b>TE only:</b> Cross-Curricular Perspectives: Social Studies (Research First Amendment), 258; Social Studies (Research Prohibition Laws), 277; Social Studies (Research Native American Treaties), 307</p>

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<b>C3 Framework for Social Studies Grades 6-8</b>	<b>myPerspectives Grade 8, ©2017</b>
<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> Timeline, 196; Acceptance Speech for the Nobel Peace Prize, 223; "Freedom of the Press?," 258; "Barrington Irving, Pilot and Educator," 265; "Three Cheers for the Nanny State," 277 "Ban the Ban!" / "Soda's a Problem but...," 287; Writing to Compare (Government's Involvement in Personal Decisions), 294; "Words Do Not Pay," 307; from <i>Follow the Rabbit-Proof Fence</i>, 315; Essential Question: When is it right to take a stand?, 330; also see Resources Tool Kit: Writing Models (citizens as role models), R7, R8, R9, R10 (Continued)</p> <p><b>TE only:</b> Cross-Curricular Perspectives: Geography (Rosebud Reservation on a Map), 13; Social Studies (Research Laws Against Jews In Holland During WW II), 172; Social Studies (Research First Amendment), 258; Social Studies (Research Prohibition Laws), 277; Science (Research Obesity Epidemic), 287; Social Studies (Research Native American Treaties), 307</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, 42, 210, 304, 398, 48; Class Discussion, 463; Debate, 444, 519; Group Discussion, 65, 229, 327, 415; Resources Tool Kit: Writing Models (citizens as role models), R7, R8, R9, R10; also see: Group Discussion Tip, 50, 62, 72, 73, 218, 226, 310, 320, 321, 408, 422, 516; Discuss It, 2, 71, 82, 87, 88, 248, 253, 254, 268, 334, 339, 340, 432, 437, 438, 470, 530, 535</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><b>SE/TE:</b> "Freedom of the Press?," 258; "Three Cheers for the Nanny State," 277</p> <p><b>TE only:</b> Cross-Curricular Perspectives: Social Studies (Research First Amendment), 258; Social Studies (Research Prohibition Laws), 277; Social Studies (Research Native American Treaties), 307</p>



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<b>C3 Framework for Social Studies Grades 6-8</b>	<b>myPerspectives Grade 8, ©2017</b>
<b>D2.Civ.9.6-8.</b> Compare deliberative processes used by a wide variety of groups in various settings.	<b>SE/TE:</b> Working as a Team, 42, 210, 304, 398, 48; Research, 313, 523; Class Discussion, 463; Debate, 444, 519; Group Discussion, 65, 229, 327, 415; Resources Tool Kit: Writing Models (citizens as role models), R7, R8, R9, R10
<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><b>SE/TE:</b> Acceptance Speech for the Nobel Peace Prize, 223; "Freedom of the Press?," 258; "Barrington Irving, Pilot and Educator," 265; "Three Cheers for the Nanny State," 277 "Ban the Ban!" / "Soda's a Problem but..." 287; Writing to Compare (Government's Involvement in Personal Decisions), 294; "Words Do Not Pay," 307; from <i>Follow the Rabbit-Proof Fence</i>, 315; Essential Question: When is it right to take a stand?, 330; also see 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>• from <i>Through My Eyes</i></li> <li>• Poetry: "The Unknown Citizen"</li> <li>• Biography: <i>Harriet Tubman: Conductor on the Underground Railroad</i></li> </ul>
<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, 42, 210, 304, 398, 48; Writing to Compare: Argumentative Essay, 294, 508; Performance Task: Write an Argument, 296–301, 478–483; Writing to Sources: Review, 192; Argument, 274, 476</p> <p><i>Additional Resources:</i> myPerspectives Plus: Common Core Companion: Writing 1: 185–195</p>

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<b>C3 Framework for Social Studies Grades 6-8</b>	<b>myPerspectives Grade 8, ©2017</b>
<p><b>D2.Civ.12.6-8.</b> Assess specific rules and laws (both actual and proposed) as means of addressing public problems.</p>	<p><b>SE/TE:</b> "Ban the Ban!" / "Soda's a Problem but...," 287; Writing to Compare (Government's Involvement in Personal Decisions), 294  <b>TE only:</b> Cross-Curricular Perspectives: Social Studies (Research Laws Against Jews In Holland During WW II), 172; Social Studies (Research Prohibition Laws), 277; Science (Research Obesity Epidemic), 287</p>
<p><b>D2.Civ.13.6-8.</b> Analyze the purposes, implementation, and consequences of public policies in multiple settings.</p>	<p><b>SE/TE:</b> "Three Cheers for the Nanny State," 277; "Ban the Ban!" / "Soda's a Problem but...," 287; Writing to Compare (Government's Involvement in Personal Decisions), 294; Essential Question: When is it right to take a stand?, 330  <b>TE only:</b> Cross-Curricular Perspectives: Social Studies (Research Prohibition Laws), 277; Science (Research Obesity Epidemic), 287; Social Studies (Research Native American Treaties), 307</p>
<p><b>D2.Civ.14.6-8.</b> Compare historical and contemporary means of changing societies, and promoting the common good.</p>	<p><b>SE/TE:</b> Acceptance Speech for the Nobel Peace Prize, 223; "Barrington Irving, Pilot and Educator," 265; "Words Do Not Pay," 307; from <i>Follow the Rabbit-Proof Fence</i>, 315; Essential Question: When is it right to take a stand?, 330; also see 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>• from <i>Through My Eyes</i></li> <li>• Poetry: "The Unknown Citizen"</li> <li>• Biography: <i>Harriet Tubman: Conductor on the Underground Railroad</i></li> </ul>

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C3 Framework for Social Studies Grades 6-8	myPerspectives Grade 8, ©2017
<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>SE/TE:</b> Historical Perspectives (Effects of Great Depression on Germany), 98; "Three Cheers for the Nanny State," 277; "Ban the Ban!" / "Soda's a Problem but...," 287; Writing to Compare (Government's Involvement in Personal Decisions), 294; "Nikola Tesla: The Greatest Inventor of All?," 489 <b>TE only:</b> Cross-Curricular Perspectives: Science (Research Farming in Zimbabwe), 69; Personalize for Learning: Challenge (Discuss Ration Books), 106; Personalize for Learning: Challenge (Public Health Crises), 289
<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> "Three Cheers for the Nanny State," 277; "Ban the Ban!" / "Soda's a Problem but...," 287; Writing to Compare (Government's Involvement in Personal Decisions), 294 <b>TE only:</b> Personalize for Learning: Challenge (Discuss Ration Books), 106; Personalize for Learning: Challenge (Public Health Crises), 289
<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> Teachers can encourage students to investigate the political and economic aspects of the soft drink industry in the following: "Ban the Ban!" / "Soda's a Problem but...," 287. <b>TE only:</b> Personalize for Learning: Challenge (Discuss Ration Books), 106; Cross-Curricular Perspectives: Social Studies (Research Prohibition Laws), 277

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<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> Teachers can encourage students to investigate the impact of economic cycles and policies using the following selections: Historical Perspectives (Effects of Great Depression on Germany), 98; “Ban the Ban!” / “Soda’s a Problem but...,” 287  <b>TE only:</b> Personalize for Learning: Challenge (Discuss Ration Books), 106; Cross-Curricular Perspectives: Social Studies (Research Prohibition Laws), 277</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> “Ban the Ban!” / “Soda’s a Problem but...,” 287; Writing to Compare (Government's Involvement in Personal Decisions), 294  <b>TE only:</b> Personalize for Learning: Challenge (Discuss Ration Books), 106</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>TE only:</b> Cross-Curricular Perspectives: Science (Research Farming in Zimbabwe), 69; Personalize for Learning: Challenge (Discuss Ration Books), 106; Personalize for Learning: Challenge (Public Health Crises), 289</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> “Barrington Irving, Pilot and Educator,” 265; “To Fly,” 465; “Nikola Tesla: The Greatest Inventor of All?,” 489; “25 Years Later, Hubble Sees Beyond Troubled Start,” 511  <b>TE only:</b> Personalize for Learning: Challenge (A Day in the Life of Tesla), 504; Cross-Curricular Perspectives: Science (Research Science of Aviation and Space Travel), 470</p>

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<b>D2.Eco.8.6-8.</b> Explain how external benefits and costs influence market outcomes.	<b>SE/TE:</b> Historical Perspectives (Effects of Great Depression on Germany), 98; “Three Cheers for the Nanny State,” 277; “Ban the Ban!” / “Soda’s a Problem but...,” 287; Writing to Compare (Government’s Involvement in Personal Decisions), 294; “ <i>Nikola Tesla: The Greatest Inventor of All?</i> ”, 489 <b>TE only:</b> Cross-Curricular Perspectives: Science (Research Farming in Zimbabwe), 69; Personalize for Learning: Challenge (Discuss Ration Books), 106; Personalize for Learning: Challenge (Public Health Crises), 289
<b>D2.Eco.9.6-8.</b> Describe the roles of institutions such as corporations, non-profits, and labor unions in a market economy.	<b>SE/TE:</b> Students can explore the power of corporations as they read the following: “Ban the Ban!” / “Soda’s a Problem but...,” 287
<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.	<b>SE/TE:</b> Students can use the techniques in the Research Handbook to explore this objective. See pages R24–R33.  <i>Additional Resources:</i> myPerspectives Plus: Writing 7, 252–258; Writing and Research: Interactive Research Lessons
<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.	<b>SE/TE:</b> Students can explore the economic changes facing different countries in Africa as they read: “The Setting Sun and the Rolling World,” 67; Resources Tool Kit: Research, R24–R33 <b>TE only:</b> Personalize for Learning: Challenge (Discuss Ration Books), 106; Cross-Curricular Perspectives: Social Studies (Research Prohibition Laws), 277  <i>Additional Resources:</i> myPerspectives Plus: Writing 7, 252–258; Writing and Research: Interactive Research Lessons

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<b>D2.Eco.12.6-8.</b> Explain how inflation, deflation, and unemployment affect different groups.	<b>SE/TE:</b> Students explore the economic changes in a country as they read: “The Setting Sun and the Rolling World,” 67; also see: Research Project, 211, 419; Resources Tool Kit: Research, R24–R33  <i>Additional Resources:</i> myPerspectives Plus: Writing 7, 252–258; Writing and Research: Interactive Research Lessons
<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 they explore the Native American experience in “The Medicine Bag,” 13; “Apache Girl’s Rite of Passage,” 29. Students explore the plains of Africa in “The Setting Sun and the Rolling World,” 67. Students explore Germany in World War II in <i>The Diary of Anne Frank</i> , Act I, 101; <i>The Diary of Anne Frank</i> , Act II, 157. <b>TE only:</b> Personalize for Learning: Challenge (Discuss Ration Books), 106; Cross-Curricular Perspectives: Social Studies (Research Prohibition Laws), 277
<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 investigate the political and economic aspects of the soft drink industry in the following: “Ban the Ban!” / “Soda’s a Problem but...,” 287. <b>TE only:</b> Personalize for Learning: Challenge (Discuss Ration Books), 106; Cross-Curricular Perspectives: Social Studies (Research Prohibition Laws), 277
<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 investigate the political and economic aspects of the soft drink industry in the following: “Ban the Ban!” / “Soda’s a Problem but...,” 287. <b>TE only:</b> Personalize for Learning: Challenge (Discuss Ration Books), 106; Cross-Curricular Perspectives: Social Studies (Research Prohibition Laws), 277

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<b>C3 Framework for Social Studies Grades 6-8</b>	<b>myPerspectives Grade 8, ©2017</b>
<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>TE only:</b> Students can create maps with the following activities: Cross-Curricular Perspectives: Social Studies (Gift Giving, Cultural Report), 6; Geography (Rosebud Reservation on a Map), 13; Social Studies (Research Native American Treaties), 307; Humanities (Research Aboriginal Population of Australia), 315
<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>TE only:</b> Students can use maps and other resources with the following activities: Cross-Curricular Perspectives: Social Studies (Gift Giving, Cultural Report), 6; Geography (Rosebud Reservation on a Map), 13; Social Studies (Research Native American Treaties), 307; Humanities (Research Aboriginal Population of Australia), 315
<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>TE only:</b> Students can use maps and other resources with the following activities: Cross-Curricular Perspectives: Social Studies (Gift Giving, Cultural Report), 6; Geography (Rosebud Reservation on a Map), 13; Social Studies (Research Native American Treaties), 307; Humanities (Research Aboriginal Population of Australia), 315

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<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.	<p><b>SE/TE:</b> Students explore different cultural regions in <i>myPerspectives</i>, Grade 8. Students explore the Native American experience in “The Medicine Bag,” 13; “Apache Girl’s Rite of Passage,” 29. Students explore the plains of Africa in “The Setting Sun and the Rolling World,” 67. Students explore Germany in World War II in <i>The Diary of Anne Frank</i>, Act I, 101; <i>The Diary of Anne Frank</i>, Act II, 157.</p> <p><b>TE only:</b> Cross-Curricular Perspectives: Social Studies (Gift Giving, Cultural Report), 6; Geography (Rosebud Reservation on a Map), 13; Social Studies (Research Native American Treaties), 307; Humanities (Research Aboriginal Population of Australia), 315</p>
<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.	<p><b>SE/TE:</b> Students explore the cultural and environmental characteristics of different places with the following: “The Medicine Bag,” 13; “Apache Girl’s Rite of Passage,” 29; “The Setting Sun and the Rolling World,” 67; <i>The Diary of Anne Frank</i>, Act I, 101; <i>The Diary of Anne Frank</i>, Act II, 157.</p>
<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.	<p><b>SE/TE:</b> Students explore different regions in the following selections: “The Medicine Bag,” 13; “Apache Girl’s Rite of Passage,” 29; “The Setting Sun and the Rolling World,” 67; <i>The Diary of Anne Frank</i>, Act I, 101; <i>The Diary of Anne Frank</i>, Act II, 157.</p> <p><b>TE only:</b> Cross-Curricular Perspectives: Social Studies (Gift Giving, Cultural Report), 6; Geography (Rosebud Reservation on a Map), 13; Social Studies (Research Native American Treaties), 307; Humanities (Research Aboriginal Population of Australia), 315</p>



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<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> "Barrington Irving, Pilot and Educator," 265; "To Fly," 465; "Nikola Tesla: The Greatest Inventor of All?," 489; "25 Years Later, Hubble Sees Beyond Troubled Start," 511 <b>TE only:</b> Personalize for Learning: Challenge (A Day in the Life of Tesla), 504; Cross-Curricular Perspectives: Science (Research Science of Aviation and Space Travel), 470
<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 role of the land and people as they read the following selections: "The Medicine Bag," 13; "Apache Girl's Rite of Passage," 29; "The Setting Sun and the Rolling World," 67 <b>TE only:</b> Cross-Curricular Perspectives: Geography (Rosebud Reservation on a Map), 13; Science (Research Farming in Zimbabwe), 69; Humanities (Research Aboriginal Population of Australia), 315
<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: "The Medicine Bag," 13; "Apache Girl's Rite of Passage," 29; "The Setting Sun and the Rolling World," 67 <b>TE only:</b> Cross-Curricular Perspectives: Science (Research Farming in Zimbabwe), 69

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<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.	<p><b>SE/TE:</b> Students explore different cultural regions in <i>myPerspectives</i>, Grade 8. Students explore the Native American experience in “The Medicine Bag,” 13; “Apache Girl’s Rite of Passage,” 29. Students explore the plains of Africa in “The Setting Sun and the Rolling World,” 67. Students explore Germany in World War II in <i>The Diary of Anne Frank</i>, Act I, 101; <i>The Diary of Anne Frank</i>, Act II, 157.</p> <p><b>TE only:</b> Cross-Curricular Perspectives: Social Studies (Gift Giving, Cultural Report), 6; Geography (Rosebud Reservation on a Map), 13; Social Studies (Research Native American Treaties), 307; Humanities (Research Aboriginal Population of Australia), 315</p>
<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.	<p><b>SE/TE:</b> Teachers can encourage students to explore the role of the land and people as they read the following selections: “The Medicine Bag,” 13; “Apache Girl’s Rite of Passage,” 29; “The Setting Sun and the Rolling World,” 67</p> <p><b>TE only:</b> Cross-Curricular Perspectives: Geography (Rosebud Reservation on a Map), 13; Science (Research Farming in Zimbabwe), 69; Social Studies (Research Native American Treaties), 307; Humanities (Research Aboriginal Population of Australia), 315</p>
<b>D2.Geo.12.6-8.</b> Explain how global changes in population distribution patterns affect changes in land use in particular places.	<p><b>SE/TE:</b> Students can explore changes different cultural groups have faced in the following selections: “The Medicine Bag,” 13; “Apache Girl’s Rite of Passage,” 29; “The Setting Sun and the Rolling World,” 67</p> <p><b>TE only:</b> Cross-Curricular Perspectives: Geography (Rosebud Reservation on a Map), 13; Science (Research Farming in Zimbabwe), 69; Science (Research Science of Aviation and Space Travel), 470</p>

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<b>HISTORY</b>	
<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> Create a Timeline, 8; Media: Timeline: Frank Family and World War II Timeline, 194–199; Notebook, 269, 471 <b>TE only:</b> Personalize for Learning: Order of Events, 77; Timeline, 103, 176, 313, 515
<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: Create a Timeline, 8; Media: Timeline: Frank Family and World War II Timeline, 194–199; Notebook, 269, 471 <b>TE only:</b> Cross-Curricular Perspectives: Science (Research Native American Medicines), 23; (Research Farming in Zimbabwe), 69; Social Studies (Research Everyday Heroes During Holocaust), 92; (Research Jews in Holland During WW II), 128; (Research German and Jewish Holidays), 140; (Research Laws Against Jews In Holland During WW II), 172; (Research Warsaw Ghetto), 195; (Research First Amendment), 258; (Research Prohibition Laws), 277; (Research Native American Treaties), 307; Personalize for Learning: Order of Events, 77; Timeline, 103, 176, 313, 515
<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>The Diary of Anne Frank</i> , Act I, 101; <i>The Diary of Anne Frank</i> , Act II, 157 <b>TE only:</b> Cross-Curricular Perspectives: Science (Research Native American Medicines), 23; (Research Farming in Zimbabwe), 69; Social Studies (Research Everyday Heroes During Holocaust), 92; Research German and Jewish Holidays), 140; (Research Laws Against Jews In Holland During WW II), 172; (Research Warsaw Ghetto), 195; (Research First Amendment), 258; (Research Prohibition Laws), 277; (Research Native American Treaties), 307

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<b>C3 Framework for Social Studies Grades 6-8</b>	<b>myPerspectives Grade 8, ©2017</b>
<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.	<p><b>SE/TE:</b> Analyze Craft and Structure: Author’s Purpose and Point of View, 227; Author’s Argument, 283; Conflicting Arguments, 291; Descriptive Writing, 321; Memoir and Reflective Writing, 409</p> <p><b>TE only:</b> Author’s Perspective, 2</p> <p><i>Additional Resources:</i> myPerspectives Plus: Common Core Companion: Informational Text 6: 143–155</p>
<b>D2.His.5.6-8.</b> Explain how and why perspectives of people have changed over time.	<p><b>SE/TE:</b> Analyze Craft and Structure: Author’s Purpose and Point of View, 227; Author’s Argument, 283; Conflicting Arguments, 291; Descriptive Writing, 321; Memoir and Reflective Writing, 409</p> <p><b>TE only:</b> Author’s Perspective, 2</p> <p><i>Additional Resources:</i> myPerspectives Plus: Common Core Companion: Informational Text 6: 143–155</p>
<b>D2.His.6.6-8.</b> Analyze how people’s perspectives influenced what information is available in the historical sources they created.	<p><b>SE/TE:</b> Students can explore the perspective of the author in the following historical works: Acceptance Speech for the Nobel Peace Prize, 223; “Three Cheers for the Nanny State,” 277; “Ban the Ban!” / “Soda’s A Problem, but ...,” 287; from <i>Follow the Rabbit-Proof Fence</i>, 315; from “Blue Nines and Red Words,” 401</p> <p><i>Additional Resources:</i> myPerspectives Plus: Common Core Companion: Informational Text 6: 143–155</p>

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<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.	<p><b>SE/TE:</b> Students are exposed to secondary interpretation of historical events as they read the following: "The Medicine Bag," 13; "Apache Girl's Rite of Passage," 29; <i>The Diary of Anne Frank</i>, Act I, 101; <i>The Diary of Anne Frank</i>, Act II, 157; "Nikola Tesla: The Greatest Inventor of All?," 489</p> <p><i>Additional Resources:</i> myPerspectives Plus: Writing and Research: Interactive Research Lessons</p>
<b>D2.His.10.6-8.</b> Detect possible limitations in the historical record based on evidence collected from different kinds of historical sources.	<p><b>SE/TE:</b> Students can explore limitations in the historical record after reading the following works: "The Medicine Bag," 13; "Apache Girl's Rite of Passage," 29; <i>The Diary of Anne Frank</i>, Act I, 101; <i>The Diary of Anne Frank</i>, Act II, 157; "Nikola Tesla: The Greatest Inventor of All?," 489</p> <p><i>Additional Resources:</i> myPerspectives Plus: Writing and Research: Interactive Research Lessons</p>
<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.	<p><b>SE/TE:</b> Research to Clarify &amp; Research to Explore, 21, 49, 61, 71, 151, 187, 198, 217, 225, 239, 269, 281, 289, 309, 319, 379, 407, 421, 457, 471, 490, 504, 515; Research, 75, 241, 313, 411, 523; Resources Tool Kit: Research, R24-R33</p> <p><i>Additional Resources:</i> myPerspectives Plus: Common Core Companion: Writing 7, 252-258; Writing 8, 259-272</p>

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<b>D2.His.12.6-8.</b> Use questions generated about multiple historical sources to identify further areas of inquiry and additional sources.	<p><b>SE/TE:</b> Draft a Research Plan, 346; Generating Research Questions, R24; also see: Research, 21, 151, 187, 198, 217, 239, 269, 281, 289, 379, 471, 515</p> <p><b>TE only:</b> Cross-Curricular Perspectives: Research, 6, 23, 69, 92, 128, 140, 172, 195, 258, 277, 287, 307, 315, 344, 370, 401, 405, 470</p> <p><i>Additional Resources:</i> myPerspectives Plus: Common Core Companion: Writing 7, 252–258; Writing 8, 259–272</p>
<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.	<p><b>SE/TE:</b> Research to Clarify &amp; Research to Explore, 21, 49, 61, 71, 151, 187, 198, 217, 225, 239, 269, 281, 289, 309, 319, 379, 407, 421, 457, 471, 490, 504, 515; Research, 75, 241, 313, 411, 523; Resources Tool Kit: Research, R24–R33</p> <p><i>Additional Resources:</i> myPerspectives Plus: Common Core Companion: Writing 7, 252–258; Writing 8, 259–272</p>
<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.	<p><b>SE/TE:</b> Students can explore causes and effects as they complete timelines. Create a Timeline, 8; Media: Timeline: Frank Family and World War II Timeline, 194–199; Notebook, 269, 471</p> <p><b>TE only:</b> Cross-Curricular Perspectives: Science (Research Native American Medicines), 23; (Research Farming in Zimbabwe), 69; Social Studies (Research Everyday Heroes During Holocaust), 92; (Research Jews in Holland During WW II), 128; (Research German and Jewish Holidays), 140; (Research Laws Against Jews In Holland During WW II), 172; (Research Warsaw Ghetto), 195; (Research First Amendment), 258; (Research Prohibition Laws), 277; (Research Native American Treaties), 307</p>

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<p><b>D2.His.15.6-8.</b> Evaluate the relative influence of various causes of events and developments in the past.</p>	<p><b>SE/TE:</b> Students can explore this objective as they read the following selections: “The Medicine Bag,” 13; “Apache Girl’s Rite of Passage,” 29; <i>The Diary of Anne Frank</i>, Act I, 101; <i>The Diary of Anne Frank</i>, Act II, 157; “<i>Nikola Tesla: The Greatest Inventor of All?</i>”, 489</p> <p><b>TE only:</b> Cross-Curricular Perspectives: Science (Research Native American Medicines), 23; (Research Farming in Zimbabwe), 69; Social Studies (Research Everyday Heroes During Holocaust), 92; (Research Jews in Holland During WW II), 128; (Research German and Jewish Holidays), 140; (Research Laws Against Jews In Holland During WW II), 172; (Research Warsaw Ghetto), 195; (Research First Amendment), 258; (Research Prohibition Laws), 277; (Research Native American Treaties), 307</p>
<p><b>D2.His.16.6-8.</b> Organize applicable evidence into a coherent argument about the past.</p>	<p><b>SE/TE:</b> Performance Task: Write an Argument, 296–301, 478–483; Writing to Sources: Argument, 532–533</p> <p><b>TE only:</b> Cross-Curricular Perspectives: Science (Research Native American Medicines), 23; (Research Farming in Zimbabwe), 69; Social Studies (Research Everyday Heroes During Holocaust), 92; (Research Jews in Holland During WW II), 128; (Research German and Jewish Holidays), 140; (Research Laws Against Jews In Holland During WW II), 172; (Research Warsaw Ghetto), 195; (Research First Amendment), 258; (Research Prohibition Laws), 277; (Research Native American Treaties), 307</p> <p><i>Additional Resources:</i> myPerspectives Plus: Common Core Companion: Informational Text 8: 163–069; Writing 1: Supporting a Claim, 187</p>

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<b>D2.His.17.6-8.</b> Compare the central arguments in secondary works of history on related topics in multiple media.	<p><b>SE/TE:</b> “Three Cheers for the Nanny State,” 283; “Ban the Ban!” / “Soda’s a Problem but...”, 290–291; Writing to Compare: “Three Cheers for the Nanny State” / “Ban the Ban!” / “Soda’s a Problem but...”, 294–295; Analyze Craft and Structure: Author’s Argument, 283; Conflicting Arguments, 291</p> <p><b>TE only:</b> Personalize for Learning: Challenge (Research Everyday Heroes During the Holocaust), 126; (Research and Present Event from Timeline), 198; Cross-Curricular Perspectives: Social Studies: (Research First Amendment), 258</p> <p><i>Additional Resources:</i> myPerspectives Plus: Common Core Companion: Informational Text 8: 163–069</p>
<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.	<p><b>SE/TE:</b> Research, 75, 241, 313, 411, 523; Plan With Your Group, 76; Prewriting, 32, 203, 297; Conducting Research, R24–R33; also see: Research to Clarify &amp; Research to Explore, 21, 49, 61, 71, 151, 187, 198, 217, 225, 239, 269, 281, 289, 309, 319, 379, 407, 421, 457, 471, 490, 504, 515</p> <p><b>TE only:</b> Cross-Curricular Perspectives: Research, 6, 23, 69, 92, 128, 140, 172, 195, 258, 277, 287, 307, 315, 344, 370, 401, 405, 470</p> <p><i>Additional Resources:</i> myPerspectives Plus: Common Core Companion: Writing 7, 252–258; Writing 8, 259–272</p>



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<p style="text-align: center;"><b>C3 Framework for Social Studies Grades 6-8</b></p>	<p style="text-align: center;"><b>myPerspectives Grade 8, ©2017</b></p>
<p><b>D3.2.6-8.</b> Evaluate the credibility of a source by determining its relevance and intended use.</p>	<p><b>SE/TE:</b> Evaluate Your Evidence, 433; Evaluate the Strength of Your Evidence, 335, 531; Gather Evidence, 426; Research, 75, 313, 411, 523; Reviewing Research Findings, R28–R29 <b>TE only:</b> Media Sources, 243</p> <p><i>Additional Resources:</i> myPerspectives Plus: Common Core Companion: Writing 8: Evaluating Sources, 262</p>
<p style="text-align: center;"><b>Dimension 3, Developing Claims and Using Evidence</b></p>	
<p style="text-align: center;">INDIVIDUALLY AND WITH OTHERS, STUDENTS...</p>	
<p><b>D3.3.6-8.</b> Identify evidence that draws information from multiple sources to support claims, noting evidentiary limitations.</p>	<p><b>SE/TE:</b> Research to Clarify &amp; Research to Explore, 21, 49, 61, 71, 151, 187, 198, 217, 225, 239, 269, 281, 289, 309, 319, 379, 407, 421, 457, 471, 490, 504, 515; Draft a Research Plan, 346; Speaking and Listening: Visual Presentation, 53; Research, 75, 241, 313, 411, 523; Gather Evidence, 35, 76, 203, 242, 297, 328, 391, 426, 479, 524; Conducting Research, R24–R33 <b>TE only:</b> Cross-Curricular Perspectives, 6, 13, 23, 32, 57, 69, 92, 110, 116, 128, 140, 172, 195, 238, 258, 277, 287, 307, 315, 344, 370, 374, 401, 405, 470</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, 252–258; Writing 8, 259–272</p>

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<b>D3.4.6-8.</b> Develop claims and counterclaims while pointing out the strengths and limitations of both.	<p><b>SE/TE:</b> Write a Strong Claim, 295; Elements of an Argument, 296, 478; Consider Possible Counterclaims, 297; Review Evidence for an Argument, 335; Prewriting, 479; Revising, 482; Peer Review, 483; Writing to Sources: Argument, 532–533</p> <p><b>TE only:</b> Author’s Perspective, 2</p> <p><i>Additional Resources:</i> myPerspectives Plus: Common Core Companion: Writing 1: Supporting a Claim, 187</p>
<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...	
<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><b>SE/TE:</b> Performance Task: Write an Argument, 296–301, 478–483; Writing to Sources: Argument, 532–533</p> <p><i>Additional Resources:</i> myPerspectives Plus: Common Core Companion: Writing 1: 185–195</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><b>SE/TE:</b> Performance Task: Write an Explanatory Essay, 202–207; Deliver a Multimedia Presentation, 242–243, 426–427; Performance-Based Assessment: Speech, 436, 534; Speaking and Listening: Visual Presentation, 53; Multimedia Presentation, 425</p> <p><i>Additional Resources:</i> myPerspectives Plus: Common Core Companion: Writing 2: 196–272</p>

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<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><b>SE/TE:</b> Performance Task: Write an Explanatory Essay, 202–207; Deliver a Multimedia Presentation, 242–243, 426–427; Conduct a Debate, 524–525; Performance-Based; Write an Argument, 296–301, 478–483; Writing to Sources: Argument, 532–533; Present an Argument, 328–329; Conduct a Debate, 524–525; Performance-Based Assessment: Speech, 436, 534; Speaking and Listening: Visual Presentation, 53; Multimedia Presentation, 425</p> <p><b>TE only:</b> Launch Text: Explanatory Essay, 92; Argument Model, 258; Informational Model, 344; Argument, 442</p> <p><i>Additional Resources:</i> myPerspectives Plus: Common Core Companion: Writing 1: 185–195; Writing 2: 196–272</p>
<b>Dimension 4, Critiquing Conclusions</b>	
INDIVIDUALLY AND WITH OTHERS, STUDENTS...	
<b>D4.4.6-8.</b> Critique arguments for credibility.	<p><b>SE/TE:</b> “Three Cheers for the Nanny State,” 283; “Ban the Ban!” / “Soda’s a Problem but...”, 290–291; Writing to Compare: “Three Cheers for the Nanny State” / “Ban the Ban!” / “Soda’s a Problem but...”, 294–295; Analyze Craft and Structure: Author’s Argument, 283; Conflicting Arguments, 291</p> <p><i>Additional Resources:</i> myPerspectives Plus: Common Core Companion: Informational Text 8: 163–069</p>
<b>D4.5.6-8.</b> Critique the structure of explanations.	<p><b>SE/TE:</b> Analyze Craft and Structure: Central Idea and Supporting Details, 219; Descriptive Writing, 321; Text Structure: Explanatory Writing, 473; Biographical Writing, 492</p> <p><i>Additional Resources:</i> myPerspectives Plus: Common Core Companion: Informational Text 5: 136–142</p>

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<b>Dimension 4, Taking Informed Action</b>	
INDIVIDUALLY AND WITH OTHERS, STUDENTS...	
<p><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.</p>	<p><b>SE/TE:</b> <i>The Diary of Anne Frank</i>, Act I, 101; <i>The Diary of Anne Frank</i>, Act II, 157; "Three Cheers for the Nanny State," 277; "Ban the Ban!" / "Soda's A Problem, but ...," 287</p> <p><b>TE only:</b> Cross-Curricular Perspectives: Social Studies (Research First Amendment), 258; (Research Prohibition Laws), 277; Science (Research Obesity Epidemic), 287; (Research Autism), 405; Personalize for Learning: Challenge (Write a Letter Giving Advice to Younger Selves), 49; Challenge (Story About Standing Up For Yourself), 325</p>
<p><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.</p>	<p><b>SE/TE:</b> Acceptance Speech for the Nobel Peace Prize, 223; "Barrington Irving, Pilot and Educator," 265; "Words Do Not Pay," 307; from <i>Follow the Rabbit-Proof Fence</i>, 315; Essential Question: When is it right to take a stand?, 330; also see Resources Tool Kit: Writing Models (citizens as role models), R7, R8, R9, R10</p> <p><b>TE only:</b> Cross-Curricular Perspectives: Social Studies (Research Everyday Heroes During Holocaust), 92; Personalize for Learning: Challenge (Research Everyday Heroes During the Holocaust), 126; Challenge (Story About Standing Up For Yourself), 325</p> <p>Independent Learning:</p> <ul style="list-style-type: none"> <li>• from <i>Through My Eyes</i></li> <li>• Poetry: "The Unknown Citizen"</li> <li>• Biography: <i>Harriet Tubman: Conductor on the Underground Railroad</i></li> </ul>

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<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, 40, 208, 302, 396, 484; Working as a Team, 42, 210, 304, 398, 48; also see: Acceptance Speech for the Nobel Peace Prize, 227</p> <p><b>TE only:</b> Personalize for Learning: Challenge (Write a Letter Giving Advice to Younger Selves), 49; Challenge (Story About Standing Up for Yourself), 325; Cross-Curricular Perspectives: Social Studies (Research Prohibition Laws), 277</p>