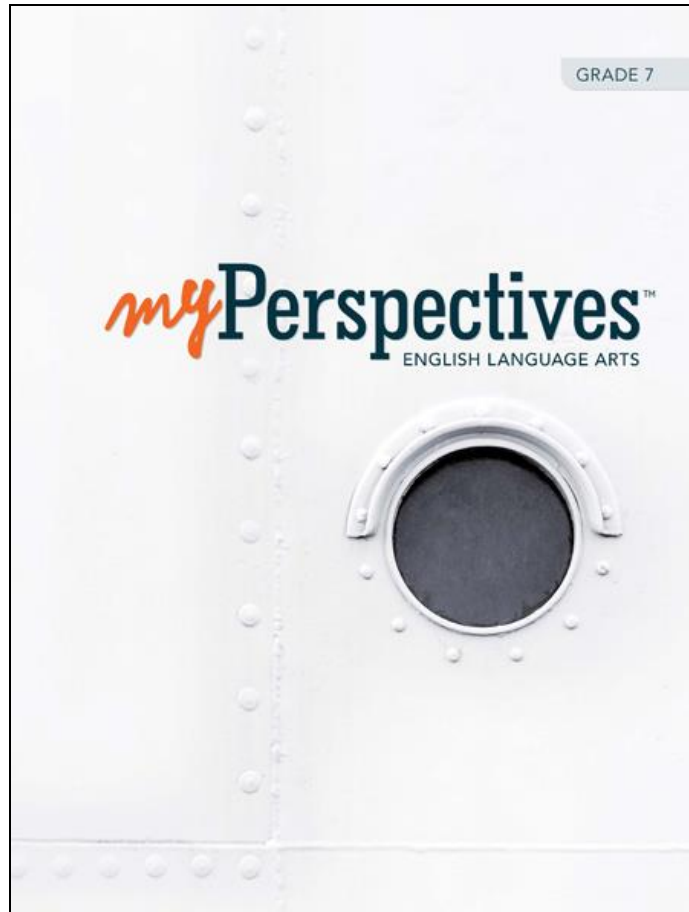


A Correlation of



To the

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

**A Correlation of myPerspectives, Grade 7, ©2017
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Introduction

This document demonstrates how *myPerspectives™ English Language Arts*, Grade 7 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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to the C3 Framework for Social Studies State Standards, Grades 6-8**

Table of Contents

| | |
|---|-----------|
| Dimension 1, Constructing Compelling Questions | 4 |
| Dimension 2, Civic and Political Institutions..... | 5 |
| Economics | 11 |
| Geography..... | 15 |
| History..... | 19 |
| Dimension 3, Gathering and Evaluating Sources..... | 24 |
| Dimension 4, Communicating Conclusions | 26 |

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|--|---|
| Developing Questions & PLANNING INQUIRIES | |
| Dimension 1, Constructing Compelling Questions | |
| INDIVIDUALLY AND WITH OTHERS, STUDENTS CONSTRUCT COMPELLING QUESTIONS, AND ... | |
| D1.1.6-8. Explain how a question represents key ideas in the field. | SE/TE: Essential Question, 10, 58, 106, 124, 170, 214, 232, 310, 342, 360, 398, 432, 450, 488, 530 TE only: Author's Perspective (Examples), 4, 7, 13, 28, 52, 62, 110, 166, 218, 262, 306, 340, 354, 394, 430 |
| D1.2.6-8. Explain points of agreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question. | SE/TE: Analyze the Text, 26, 100, 142, 196, 260, 261, 292, 320, 328, 408, 426, 462, 476, 500 TE only: Author's Perspective (Examples), 4, 7, 13, 28, 52, 62, 110, 166, 218, 262, 306, 340, 354, 394, 430 |
| Dimension 1, Constructing Supporting Questions | |
| INDIVIDUALLY AND WITH OTHERS, STUDENTS CONSTRUCT COMPELLING QUESTIONS, AND ... | |
| D1.3.6-8. Explain points of agreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a supporting question. | SE/TE: Annotate (Subject Matter Experts), 158; Text Structure: Informative Writing (Quotations from Experts), 159; Appeals to Authority, 383; Consulting Print and Digital Sources, R25; Types of Evidence, R29 TE only: Current Perspectives, 117; Personalize for Learning: Informative Writing, 159; Author's Perspective, 401, 484; Cross-Curricular Perspectives, 6, 18, 25, 120, 128, 142, 154, 176, 187, 201, 234, 241, 264, 270, 318, 335, 356, 364, 372, 415, 453, 457, 468 |
| D1.4.6-8. Explain how the relationship between supporting questions and compelling questions is mutually reinforcing. | SE/TE: Writing to Compare, 50–51, 84–85, 150–151, 302–303, 390–391, 466–467; Writing to Sources, 30, 162, 199, 296, 323, 370, 419, 480, 527; Performance-Based Assessment, 112, 220, 348, 438, 536 TE only: Author's Perspective (Examples), 4, 7, 13, 28, 52, 62, 110, 166, 218, 262, 306, 340, 354, 394, 430 |

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| Dimension 1, Determining Helpful Sources | |
| INDIVIDUALLY AND WITH OTHERS, STUDENTS ... | |
| D1.5.6-8. 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>SE/TE: Research Project, 211, 419; Prewriting and Planning, 84; Performance-Based Assessment Prep: Review Evidence for a Nonfiction Narrative, 111; Review Evidence for an Argument, 219, 437; Review Evidence for an Explanatory Essay, 347; Review Evidence for an Informative Essay, 535; Consulting Print and Digital Sources, R25; Types of Evidence, R29</p> <p>TE only: Cross-Curricular Perspectives, 6, 18, 25, 120, 128, 142, 154, 176, 187, 201, 234, 241, 264, 270, 318, 335, 356, 364, 372, 415, 453, 457, 468</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, 258–264; Writing 8, 265–278</p> |
| Applying Disciplinary Concepts & TOOLS | |
| CIVICS | |
| Dimension 2, Civic and Political Institutions | |
| INDIVIDUALLY AND WITH OTHERS, STUDENTS... | |
| D2.Civ.1.6-8. Distinguish the powers and responsibilities of citizens, political parties, interest groups, and the media in a variety of governmental and nongovernmental contexts. | <p>SE/TE: News Article: "Tutors Teach Seniors New High-Tech Tricks," 63; "Neil Degrasse Tyson on the Future of U.S. Space Exploration After <i>Curiosity</i>," 205; Practice: Claim and Evidence (Role of Governments in Funding Programs), 209; Media: "Urban Farming is Growing a Greener Future," 333; from <i>Silent Spring</i>, 363; Nobel Speech: Al Gore (Environmental Laws), 373; Argument: "Rethinking the Wild," 356;</p> |

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| C3 Framework for Social Studies Grades 6-8 | myPerspectives Grade 7, ©2017 |
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| | <p>(Continued)</p> <p>Media: Video, 387; Media: "Eagle Tracking at Follensby Pond (The Nature Conservancy), 413; News Article: "A Young Tinkerer Builds a Windmill, Electrifying a Nation," 519; 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"> • Profile: "Malala Yousafzai" • Biography: from <i>Women Heroes of WWII</i> <p>TE only: Cross-Curricular Perspectives: Social Studies (Political System and citizens in China), 25</p> |
| <p>D2.Civ.2.6-8. Explain specific roles played by citizens (such as voters, jurors, taxpayers, members of the armed forces, petitioners, protesters, and office-holders).</p> | <p>SE/TE: 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 & Research to Explore, 25, 37, 45, 65, 141, 148, 157, 177, 195, 207, 259, 291, 300, 319, 327, 365, 381, 388, 425, 454, 461, 475, 499, 508, 523; Research Project, 211, 419; Resources Tool Kit: Research, R24–R33</p> <p>TE only: Personalize for Learning: Similar Word (tax, toll), 456</p> <p><i>Additional Resources:</i> myPerspectives Plus: Writing and Research: Interactive Research Lessons; Common Core Companion: Writing 7, 258–264; Writing 8, 265–278</p> |

**A Correlation of myPerspectives, Grade 7, ©2017
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|---|--|
| <p>D2.Civ.3.6-8. Examine the origins, purposes, and impact of constitutions, laws, treaties, and international agreements.</p> | <p>SE/TE: "Neil deGrasse Tyson on the Future of U.S. Space Exploration After <i>Curiosity</i>," 205; Practice: Claim and Evidence (Role of Governments in Funding Programs), 209; Nobel Speech: Al Gore (Environmental Laws), 373; Argument: "Rethinking the Wild," 356</p> <p>TE only: Digital Perspectives (Segregation Laws), 74; Cross-Curricular Perspectives: Social Studies (Poor Laws), 241; Research to Clarify, 259; Personalize for Learning: Minimum Wage Laws, 269</p> |
| <p>D2.Civ.4.6-8. 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>SE/TE: Practice: Claim and Evidence (Role of Governments in Funding Programs), 209; from <i>Silent Spring</i>, 363; Nobel Speech: Al Gore (Environmental Laws), 373; Media: "Eagle Tracking at Follensby Pond (The Nature Conservancy), 413</p> <p>TE only: Cross-Curricular Perspectives: Social Studies (Political System and citizens in China), 25; Digital Perspectives (Segregation Laws), 74; Cross-Curricular Perspectives: Social Studies (Poor Laws), 241; Research to Clarify, 259; Personalize for Learning: Minimum Wage Laws, 269</p> |
| <p>D2.Civ.5.6-8. 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>SE/TE: Teachers can encourage students to use the research lesson as a guide as they explore these topics. Research to Clarify & Research to Explore, 25, 37, 45, 65, 141, 148, 157, 177, 195, 207, 259, 291, 300, 319, 327, 365, 381, 388, 425, 454, 461, 475, 499, 508, 523; Research Project, 211, 419; 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, 258-264; Writing 8, 265-278</p> |

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|---|---|
| D2.Civ.6.6-8. Describe the roles of political, civil, and economic organizations in shaping people's lives. | SE/TE: News Article: "Tutors Teach Seniors New High-Tech Tricks," 63; "Neil deGrasse Tyson on the Future of U.S. Space Exploration After <i>Curiosity</i> ," 205; Media: "Urban Farming is Growing a Greener Future," 333; Nobel Speech: Al Gore (Environmental Laws), 373; Argument: "Rethinking the Wild," 356; Media: Video, 387; Media: <i>Eagle Tracking at Follensby Pond</i> (The Nature Conservancy), 413 TE only: Digital Perspectives (Segregation Laws), 74; Cross-Curricular Perspectives: Social Studies (Poor Laws), 241; Research to Clarify, 259; Personalize for Learning: Minimum Wage Laws, 269 |
| Dimension 2, Participation and Deliberation | |
| INDIVIDUALLY AND WITH OTHERS, STUDENTS... | |
| D2.Civ.7.6-8. Apply civic virtues and democratic principles in school and community settings. | SE/TE: Working as a Team, 60, 172, 312, 400, 490; Launch Activity: Conduct a Discussion, 8; Launch a Four-Corner Debate, 122; Thumbs Up/Thumbs Down, 230; Let the People Decide, 448; Resources Tool Kit: Writing Models (citizens as role models), R7, R8, R9, R10; also see: Discuss It, 2, 44, 110, 115, 116, 176, 218, 223, 224, 346, 351, 352, 441, 442, 534, 539; Speaking and Listening, 69, 93, 181, 331, 411 |
| D2.Civ.8.6-8. Analyze ideas and principles contained in the founding documents of the United States, and explain how they influence the social and political system. | SE/TE: Teachers can encourage students to use the research lesson as a guide as they explore these topics. Research to Clarify & Research to Explore, 25, 37, 45, 65, 141, 148, 157, 177, 195, 207, 259, 291, 300, 319, 327, 365, 381, 388, 425, 454, 461, 475, 499, 508, 523; Research Project, 211, 419; Resources Tool Kit: Research, R24-R33 <i>Additional Resources:</i> myPerspectives Plus: Writing and Research: Interactive Research Lessons; Common Core Companion: Writing 7, 258-264; Writing 8, 265-278 |

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|---|---|
| D2.Civ.9.6-8. Compare deliberative processes used by a wide variety of groups in various settings. | SE/TE: Working as a Team, 60, 172, 312, 400, 490; Launch Activity: Conduct a Discussion, 8; Launch a Four-Corner Debate, 122; Thumbs Up/Thumbs Down, 230; Let the People Decide, 448; Resources Tool Kit: Writing Models (citizens as role models), R7, R8, R9, R10 |
| D2.Civ.10.6-8. Explain the relevance of personal interests and perspectives, civic virtues, and democratic principles when people address issues and problems in government and civil society. | SE/TE: News Article: "Tutors Teach Seniors New High-Tech Tricks," 63; Media: "Urban Farming is Growing a Greener Future," 333; from <i>Silent Spring</i> , 363; Nobel Speech: Al Gore (Environmental Laws), 373; Argument: "Rethinking the Wild," 356; Media: Video, 387; Media: "Eagle Tracking at Follensby Pond (The Nature Conservancy), 413; News Article: "A Young Tinkerer Builds a Windmill, Electrifying a Nation," 519; also see Resources Tool Kit: Writing Models (citizens as role models), R7, R8, R9, R10 Independent Learning: <ul style="list-style-type: none"> • Profile: "Malala Yousafzai" • Biography: from <i>Women Heroes of WWII</i> • Essay: "Of Wolves and Men" |
| Dimension 2, Processes, Rules, and Laws | |
| INDIVIDUALLY AND WITH OTHERS, STUDENTS... | |
| D2.Civ.11.6-8. 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. | SE/TE: Working as a Team, 60, 172, 312, 400, 490; Whole-Class Performance Task: Argument, 164–169, 392–397; Present an Argument, 212–213, 430–431; Writing to Sources; Argument, 220, 370, 438 <i>Additional Resources:</i> myPerspectives Plus: Common Core Companion: Writing 1: 191–201 |

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| C3 Framework for Social Studies Grades 6-8 | myPerspectives Grade 7, ©2017 |
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| <p>D2.Civ.12.6-8. Assess specific rules and laws (both actual and proposed) as means of addressing public problems.</p> | <p>SE/TE: Nobel Speech: Al Gore (Environmental Laws), 373; Argument: "Rethinking the Wild," 356</p> <p>TE only: Digital Perspectives (Segregation Laws), 74; Cross-Curricular Perspectives: Social Studies (Poor Laws), 241; Research to Clarify, 259; Personalize for Learning: Minimum Wage Laws, 269</p> |
| <p>D2.Civ.13.6-8. Analyze the purposes, implementation, and consequences of public policies in multiple settings.</p> | <p>SE/TE: "Neil deGrasse Tyson on the Future of U.S. Space Exploration After <i>Curiosity</i>," 205; Practice: Claim and Evidence (Role of Governments in Funding Programs), 209; from <i>Silent Spring</i>, 363; Nobel Speech: Al Gore (Environmental Laws), 373; Argument: "Rethinking the Wild," 356; Media: "Eagle Tracking at Follensby Pond (The Nature Conservancy), 413</p> <p>TE only: Digital Perspectives (Segregation Laws), 74; Cross-Curricular Perspectives: Social Studies (Poor Laws), 241; Research to Clarify, 259; Personalize for Learning: Minimum Wage Laws, 269</p> |
| <p>D2.Civ.14.6-8. Compare historical and contemporary means of changing societies, and promoting the common good.</p> | <p>SE/TE: News Article: "Tutors Teach Seniors New High-Tech Tricks," 63; Media: "Urban Farming is Growing a Greener Future," 333; from <i>Silent Spring</i>, 363; Nobel Speech: Al Gore (Environmental Laws), 373; Argument: "Rethinking the Wild," 356; Media: Video, 387; Media: "Eagle Tracking at Follensby Pond (The Nature Conservancy), 413; News Article: "A Young Tinkerer Builds a Windmill, Electrifying a Nation," 519; 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"> • Profile: "Malala Yousafzai" • Biography: from <i>Women Heroes of WWII</i> • Essay: "Of Wolves and Men" |

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| ECONOMICS | |
| Dimension 2, Economic Decision Making | |
| INDIVIDUALLY AND WITH OTHERS, STUDENTS... | |
| D2.Eco.1.6-8. Explain how economic decisions affect the well-being of individuals, businesses, and society. | SE/TE: Claim and Evidence (Role of Governments in Funding Programs), 209; Media: "Urban Farming is Growing a Greener Future," 333; "Surviving the Dust Bowl" / from <i>The Grapes of Wrath</i> , 466-467; News Article: "A Young Tinkerer Builds a Windmill, Electrifying a Nation," 519 TE only: Cross-Curricular Perspectives: Social Studies (Research Victorian Social and Economic Classes), 264; Personalize for Learning: Challenge (Research Effects of Cycle of Poverty), 51; Challenge (Minimum Wage Laws), 269 |
| D2.Eco.2.6-8. Evaluate alternative approaches or solutions to current economic issues in terms of benefits and costs for different groups and society as a whole. | SE/TE: "A Simple Act," 39; from <i>An Invisible Thread</i> , 47; Media: "Urban Farming is Growing a Greener Future," 333; News Article: "A Young Tinkerer Builds a Windmill, Electrifying a Nation," 519 TE only: Personalize for Learning: Challenge (Research Effects of Cycle of Poverty), 51; Challenge (Minimum Wage Laws), 269 |
| Dimension 2, Exchange and Markets | |
| INDIVIDUALLY AND WITH OTHERS, STUDENTS... | |
| D2.Eco.3.6-8. Explain the roles of buyers and sellers in product, labor, and financial markets. | SE/TE: Students can explore this concept as they read about and view images of economic realities and agriculture in the Media: "Urban Farming is Growing a Greener Future," 333; "Surviving the Dust Bowl" / from <i>The Grapes of Wrath</i> , 466-467; News Article: "A Young Tinkerer Builds a Windmill, Electrifying a Nation," 519 TE only: Cross-Curricular Perspectives: Science (Research Growing Plants), 335; Social Studies (Research Farm Tools), 457; Social Studies (Research Crops Picked by Hand), 468 |

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| <p>D2.Eco.4.6-8. Describe the role of competition in the determination of prices and wages in a market economy.</p> | <p>TE only: "Surviving the Dust Bowl" / from <i>The Grapes of Wrath</i>, 466-467 TE only: Cross-Curricular Perspectives: Personalize for Learning: Challenge (Research Effects of Cycle of Poverty), 51; Challenge (Minimum Wage Laws), 269</p> |
| <p>D2.Eco.5.6-8. Explain ways in which money facilitates exchange by reducing transactional costs.</p> | <p>SE/TE: Teachers can encourage students to explore trade as they read these selections on how a boy asking for money leads to a bond and friendship between strangers: "A Simple Act," 39; from <i>An Invisible Thread</i>, 47 TE only: Cross-Curricular Perspectives: Personalize for Learning: Challenge (Research Effects of Cycle of Poverty), 51; Challenge (Minimum Wage Laws), 269</p> |
| <p>D2.Eco.6.6-8. Explain how changes in supply and demand cause changes in prices and quantities of goods and services, labor, credit, and foreign currencies.</p> | <p>SE/TE: "Surviving the Dust Bowl" / from <i>The Grapes of Wrath</i>, 466-467; News Article: "A Young Tinkerer Builds a Windmill, Electrifying a Nation," 519 TE only: Cross-Curricular Perspectives: Science (Research Growing Plants), 335; Social Studies (Research Farm Tools), 457; Social Studies (Research Crops Picked by Hand), 468</p> |
| <p>D2.Eco.7.6-8. Analyze the role of innovation and entrepreneurship in a market economy.</p> | <p>SE/TE: News Article: "A Young Tinkerer Builds a Windmill, Electrifying a Nation," 519; also see: "Urban Farming is Growing a Greener Future," 333; Nobel Speech: Al Gore (Environmental Laws), 373 TE only: Cross-Curricular Perspectives: Science (Research Growing Plants), 335; Social Studies (Research Farm Tools), 457; Social Studies (Research Crops Picked by Hand), 468</p> |

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| D2.Eco.8.6-8. Explain how external benefits and costs influence market outcomes. | SE/TE: Teachers can encourage students to explore external benefits and costs as they read these selections about the costs of pollution and the creative solutions suggested: Nobel Speech: Al Gore, 373; News Article: “A Young Tinkerer Builds a Windmill, Electrifying a Nation,” 519 TE only: Cross-Curricular Perspectives: Science (Research Growing Plants), 335; Social Studies (Research Farm Tools), 457; Social Studies (Research Crops Picked by Hand), 468 |
| D2.Eco.9.6-8. Describe the roles of institutions such as corporations, non-profits, and labor unions in a market economy. | SE/TE: Claim and Evidence (Role of Governments in Funding Programs), 209; News Article: “A Young Tinkerer Builds a Windmill, Electrifying a Nation,” 519 TE only: Cross-Curricular Perspectives: Challenge (Minimum Wage Laws), 269 Connection to Performance Tasks (Bank Foreclosures), 456A |
| Dimension 2, The National Economy | |
| INDIVIDUALLY AND WITH OTHERS, STUDENTS... | |
| D2.Eco.10.6-8. Explain the influence of changes in interest rates on borrowing and investing. | SE/TE: 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: 258–264; Writing and Research: Interactive Research Lessons |
| D2.Eco.11.6-8. Use appropriate data to evaluate the state of employment, unemployment, inflation, total production, income, and economic growth in the economy. | SE/TE: Students explore the economic devastation of the Great Depression in the following: <i>Surviving the Dust Bowl</i> ,” 453; <i>The Grapes of Wrath</i> , 457; also see: Research Project, 211, 419; Resources Tool Kit: Research, R24–R33 <i>Additional Resources:</i> myPerspectives Plus: Writing 7: 258–264; Writing and Research: Interactive Research Lessons |

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| <p style="text-align: center;">C3 Framework for Social Studies Grades 6-8</p> | <p style="text-align: center;">myPerspectives Grade 7, ©2017</p> |
|--|---|
| <p>D2.Eco.12.6-8. Explain how inflation, deflation, and unemployment affect different groups.</p> | <p>SE/TE: Students explore the economic devastation of the Great Depression in the following: <i>Surviving the Dust Bowl</i>, 453; <i>The Grapes of Wrath</i>, 457; also see: Research Project, 211, 419; Resources Tool Kit: Research, R24–R33</p> <p><i>Additional Resources:</i> myPerspectives Plus: Writing 7: 258–264; Writing and Research: Interactive Research Lessons</p> |
| <p>D2.Eco.13.6-8. Explain why standards of living increase as productivity improves.</p> | <p>SE/TE: Students can witness different standards of living as they read about Victorian England. See <i>A Christmas Carol: Scrooge and Marley, Act II</i>, 235; <i>A Christmas Carol: Scrooge and Marley, Act II</i>, 265; <i>Media Film: Scrooge</i>, 299; Thank You, M'am," 315; Students explore the economic devastation of the Great Depression in the following: <i>Surviving the Dust Bowl</i>, 453; <i>The Grapes of Wrath</i>, 457.</p> <p>TE only: Personalize for Learning: Challenge (Research Settlement Patterns), 454; Cross-Curricular Perspectives: Social Studies (Research Colonial America), 128; Social Studies (Research Victorian Social Classes), 264</p> |
| <p>Dimension 2, The Global Economy</p> | |
| <p>INDIVIDUALLY AND WITH OTHERS, STUDENTS...</p> | |
| <p>D2.Eco.14.6-8. Explain barriers to trade and how those barriers influence trade among nations.</p> | <p>SE/TE: Teachers can encourage students to investigate the economic consequences of food production and labor as they read the selection <i>The Circuit</i>, 469.</p> <p>TE only: Personalize for Learning: Challenge (Research Hydroponic Gardens), 337; Cross-Curricular Perspectives: Social Studies (Research Crops Picked by Hand), 468</p> |

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| C3 Framework for Social Studies Grades 6-8 | myPerspectives Grade 7, ©2017 |
|---|---|
| D2.Eco.15.6-8. Explain the benefits and the costs of trade policies to individuals, businesses, and society. | SE/TE: Teachers can encourage students to investigate the economic consequences of food production and labor as they read the selection <i>The Circuit</i> , 469. TE only: Personalize for Learning: Challenge (Research Hydroponic Gardens), 337; Cross-Curricular Perspectives: Social Studies (Research Crops Picked by Hand), 468 |
| GEOGRAPHY | |
| Dimension 2, Geographic Representations | |
| INDIVIDUALLY AND WITH OTHERS, STUDENTS... | |
| D2.Geo.1.6-8. Construct maps to represent and explain the spatial patterns of cultural and environmental characteristics. | SE/TE: Speaking and Listening: Annotated Map, 429; Research, 483 TE only: Writing to Sources: Conduct Research Use Satellite Maps, 527; also see: Cross-Curricular Perspectives: Social Studies (Research Colonial America), 128; (Research Victorian England), 234; Science: (Research Environmental Damage), 364; (Research Global Warming), 372 |
| D2.Geo.2.6-8. Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions, and changes in their environmental characteristics. | SE/TE: <i>“Surviving the Dust Bowl,”</i> 453; <i>The Grapes of Wrath</i> , 457 TE only: Writing to Sources: Conduct Research Use Satellite Maps, 527 |
| D2.Geo.3.6-8. Use paper based and electronic mapping and graphing techniques to represent and analyze spatial patterns of different environmental and cultural characteristics. | SE/TE: Speaking and Listening: Annotated Map, 429; Research, 483 TE only: Writing to Sources: Conduct Research Use Satellite Maps, 527; also see: Cross-Curricular Perspectives: Social Studies (Research Colonial America), 128; (Research Victorian England), 234; Science: (Research Environmental Damage), 364; (Research Global Warming), 372 |

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|---|---|
| Dimension 2, Human-Environment Interaction | |
| INDIVIDUALLY AND WITH OTHERS, STUDENTS... | |
| D2.Geo.4.6-8. Explain how cultural patterns and economic decisions influence environments and the daily lives of people in both nearby and distant places. | SE/TE: Students explore different cultural regions in <i>myPerspectives</i> , Grade 7. Students explore Victorian England in <i>A Christmas Carol: Scrooge and Marley, Act II</i> , 235; <i>A Christmas Carol: Scrooge and Marley, Act II</i> , 265; <i>Media Film: Scrooge</i> , 299. Students explore the African American Experience in "Thank You, M'am," 315. Students explore the Great Depression in " <i>Surviving the Dust Bowl</i> ," 453; <i>The Grapes of Wrath</i> , 457. TE only: Cross-Curricular Perspectives: Social Studies (Research Colonial America), 128; (Research Victorian England), 234; (Research Victorian Social Classes), 264; Personalize for Learning: Challenge (Research Settlement Patterns), 454 |
| D2.Geo.5.6-8. Analyze the combinations of cultural and environmental characteristics that make places both similar to and different from other places. | SE/TE: Students explore the cultural and environmental characteristics of different places with the following: <i>A Christmas Carol: Scrooge and Marley, Act II</i> , 235; <i>A Christmas Carol: Scrooge and Marley, Act II</i> , 265; <i>Media Film: Scrooge</i> , 299; "Thank You, M'am," 315; <i>Surviving the Dust Bowl</i> ," 453; <i>The Grapes of Wrath</i> , 457. |
| D2.Geo.6.6-8. Explain how the physical and human characteristics of places and regions are connected to human identities and cultures. | SE/TE: Students explore different regions in the following selections: <i>A Christmas Carol: Scrooge and Marley, Act II</i> , 235; <i>A Christmas Carol: Scrooge and Marley, Act II</i> , 265; <i>Media Film: Scrooge</i> , 299; "Thank You, M'am," 315; <i>from Silent Spring</i> , 363; <i>Surviving the Dust Bowl</i> ," 453; <i>The Grapes of Wrath</i> , 457. TE only: Cross-Curricular Perspectives: Social Studies (Research Colonial America), 128; (Research Victorian England), 234; (Research Victorian Social Classes), 264; Personalize for Learning: Challenge (Research Settlement Patterns), 454 |

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| C3 Framework for Social Studies Grades 6-8 | myPerspectives Grade 7, ©2017 |
|---|--|
| Dimension 2, Human Population: Spatial Patterns and Movements | |
| INDIVIDUALLY AND WITH OTHERS, STUDENTS... | |
| D2.Geo.7.6-8. Explain how changes in transportation and communication technology influence the spatial connections among human settlements and affect the diffusion of ideas and cultural practices. | SE/TE: Students explore technological changes as they read the following: <i>"Danger! This Mission to Mars Could Bore You to Death!"</i> 153; <i>"Future of Space Exploration Could See Humans on Mars, Alien Planets,"</i> 175; <i>"Urban Farming Is Growing a Greener Future,"</i> 333; <i>"A Young Tinkerer Builds a Windmill, Electrifying a Nation,"</i> 519 Science (Research Mars), 142; Science (Research Space Travel), 176; Science (Research Astronauts), 201 |
| D2.Geo.8.6-8. Analyze how relationships between humans and environments extend or contract spatial patterns of settlement and movement. | SE/TE: Students can explore the relationship between humans and the environment as they read the following: <i>from Silent Spring</i> , 363; Nobel Speech (text), / Nobel Speech (video), 373, 387; <i>The Circuit</i> , 469 TE only: Cross-Curricular Perspectives: Science (Research Environmental Damage), 364; (Research Global Warming), 372; (Research Bald Eagles and DDT), 415 |
| D2.Geo.9.6-8. Evaluate the influences of long-term human-induced environmental change on spatial patterns of conflict and cooperation. | SE/TE: Students can encourage a discussion of environmental change as students read the following: <i>from Silent Spring</i> , 363; Nobel Speech (text), / Nobel Speech (video), 373, 387; <i>"Eagle Tracking at Follensby Pond,"</i> 413 TE only: Cross-Curricular Perspectives: Science (Research Environmental Damage), 364; (Research Global Warming), 372; (Research Bald Eagles and DDT), 415; Personalize for Learning: Challenge (Research Climate Change), 523 |

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| Dimension 2, Global Interconnections | |
| INDIVIDUALLY AND WITH OTHERS, STUDENTS... | |
| D2.Geo.10.6-8. Analyze the ways in which cultural and environmental characteristics vary among various regions of the world. | <p>SE/TE: Students explore different cultural regions in <i>myPerspectives</i>, Grade 7. Students explore Victorian England in <i>A Christmas Carol: Scrooge and Marley, Act II</i>, 235; <i>A Christmas Carol: Scrooge and Marley, Act II</i>, 265; <i>Media Film: Scrooge</i>, 299. Students explore the African American Experience in “Thank You, M’am,” 315. Students explore the Great Depression in “<i>Surviving the Dust Bowl</i>,” 453; <i>The Grapes of Wrath</i>, 457.</p> <p>TE only: Cross-Curricular Perspectives: Social Studies (Research Colonial America), 128; (Research Victorian England), 234; (Research Victorian Social Classes), 264; Personalize for Learning: Challenge (Research Settlement Patterns), 454</p> |
| D2.Geo.11.6-8. Explain how the relationship between the environmental characteristics of places and production of goods influences the spatial patterns of world trade. | <p>SE/TE: Teachers can encourage students to explore farm production and labor as they read the selection <i>The Circuit</i>, 469.</p> <p>TE only: Personalize for Learning: Challenge (Research Hydroponic Gardens), 337; Cross-Curricular Perspectives: Social Studies (Research Crops Picked by Hand), 468</p> |
| D2.Geo.12.6-8. Explain how global changes in population distribution patterns affect changes in land use in particular places. | <p>SE/TE: Students can explore global changes as they read the following: <i>from Silent Spring</i>, 363; Nobel Speech (text), / Nobel Speech (video), 373, 387</p> <p>TE only: Personalize for Learning: Challenge (Research Hydroponic Gardens), 337; Challenge (Research Environmental Problems), 365; Challenge (Research Settlement Patterns), 454; Challenge (Research Climate Change), 523</p> |

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| C3 Framework for Social Studies Grades 6-8 | myPerspectives Grade 7, ©2017 |
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| HISTORY | |
| Dimension 2, Change, Continuity, and Context | |
| INDIVIDUALLY AND WITH OTHERS, STUDENTS... | |
| D2.His.1.6-8. Analyze connections among events and developments in broader historical contexts. | SE/TE: Make a Timeline, 37; Speaking and Listening: Biography (Add a Timeline), 203 |
| D2.His.2.6-8. Classify series of historical events and developments as examples of change and/or continuity. | SE/TE: Students explore change and continuity as they create timelines. See the following: Make a Timeline, 37; Speaking and Listening: Biography (Add a Timeline), 203 TE only: Cross-Curricular Perspectives: Social Studies (Research Colonial America), 128; (Research Victorian England), 234; (Research Victorian Social Classes), 264; (Research Farm Tools), 457; (Research Crops Picked by Hand), 468 |
| D2.His.3.6-8. Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are seen as historically significant. | SE/TE: Students can explore historically significant individual and groups as they read the following selections: <i>“Surviving the Dust Bowl,”</i> 453; <i>The Grapes of Wrath</i> , 457; <i>The Circuit,</i> 469; from <i>The Story of My Life</i> , 505; <i>“How Helen Keller Learned to Talk,”</i> 513; <i>“A Young Tinkerer Builds a Windmill, Electrifying a Nation,”</i> 519 |
| Dimension 2, Perspectives | |
| INDIVIDUALLY AND WITH OTHERS, STUDENTS... | |
| D2.His.4.6-8. Analyze multiple factors that influenced the perspectives of people during different historical eras. | SE/TE: Analyze Craft and Structure: Author’s Point of View, 39; Narrative Point of View, 47; Evaluate Argument and Claims, 209; Author’s Purpose: Autobiographical Writing, 510 <i>Additional Resources:</i> myPerspectives Plus: Common Core Companion: Informational Text 6: 149–161 |

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| D2.His.5.6-8. Explain how and why perspectives of people have changed over time. | SE/TE: Analyze Craft and Structure: Author’s Point of View, 39; Narrative Point of View, 47; Evaluate Argument and Claims, 209; Author’s Purpose: Autobiographical Writing, 510 <i>Additional Resources:</i> myPerspectives Plus: Common Core Companion: Informational Text 6: 149–161 |
| D2.His.6.6-8. Analyze how people’s perspectives influenced what information is available in the historical sources they created. | SE/TE: Students can explore the perspective of the author in the following historical works: “A Simple Act,” 39; from <i>An Invisible Thread</i> , 47; “Neil deGrasse Tyson on the Future of U.S. Space Exploration After <i>Curiosity</i> ,” 209; “A Work in Progress,” 500; from <i>The Story of My Life</i> , 510 <i>Additional Resources:</i> myPerspectives Plus: Common Core Companion: Informational Text 6: 149–161 |
| Dimension 2, Historical Sources and Evidence | |
| INDIVIDUALLY AND WITH OTHERS, STUDENTS... | |
| D2.His.9.6-8. Classify the kinds of historical sources used in a secondary interpretation. | SE/TE: Students are exposed to secondary interpretation of historical events as they read the following: “ <i>Surviving the Dust Bowl</i> ,” 453; <i>The Grapes of Wrath</i> , 457; “The Circuit,” 469; from <i>The Story of My Life</i> , 505; “ <i>How Helen Keller Learned to Talk</i> ,” 513; “A Young Tinkerer Builds a Windmill, Electrifying a Nation,” 519 <i>Additional Resources:</i> myPerspectives Plus: Writing and Research: Interactive Research Lessons |

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| <p>D2.His.10.6-8. Detect possible limitations in the historical record based on evidence collected from different kinds of historical sources.</p> | <p>SE/TE: Students can explore limitations in the historical record after reading the following works: <i>“Surviving the Dust Bowl,”</i> 453; <i>The Grapes of Wrath,</i> 457; <i>The Circuit,”</i> 469; from <i>The Story of My Life,</i> 505; <i>“How Helen Keller Learned to Talk,”</i> 513</p> <p><i>Additional Resources:</i> myPerspectives Plus: Writing and Research: Interactive Research Lessons</p> |
| <p>D2.His.11.6-8. 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> | <p>SE/TE: Research to Clarify & Research to Explore, 25, 37, 45, 65, 141, 148, 157, 177, 195, 207, 259, 291, 300, 319, 327, 365, 381, 388, 425, 454, 461, 475, 499, 508, 523; Research Project, 211, 419; Resources Tool Kit: Research, R24–R33</p> <p><i>Additional Resources:</i> myPerspectives Plus: Common Core Companion: Writing 7: 258–264; Writing 8: 265–278</p> |
| <p>D2.His.12.6-8. Use questions generated about multiple historical sources to identify further areas of inquiry and additional sources.</p> | <p>SE/TE: Revise Research Questions, 339; Research, 25, 37, 45, 195, 211, 419; Generating Research Questions, R24</p> <p>TE only: Cross-Curricular Perspectives: Social Studies (Research Colonial America), 128; (Research Victorian England), 234; (Research Victorian Social Classes), 264; (Research Farm Tools), 457; (Research Crops Picked by Hand), 468; Personalize for Learning: Challenge (Research Effects of Cycle of Poverty), 51; Challenge (Research Extinct Animals), 190; Strategic Support (Historic Support), 280</p> <p><i>Additional Resources:</i> myPerspectives Plus: Common Core Companion: Writing 7: 258–264; Writing 8: 265–278</p> |

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| D2.His.13.6-8. Evaluate the relevancy and utility of a historical source based on information such as maker, date, place of origin, intended audience, and purpose. | SE/TE: Research to Clarify & Research to Explore, 25, 37, 45, 65, 141, 148, 157, 177, 195, 207, 259, 291, 300, 319, 327, 365, 381, 388, 425, 454, 461, 475, 499, 508, 523; Research Project, 211, 419; Resources Tool Kit: Research, R24–R33 <i>Additional Resources:</i> myPerspectives Plus: Common Core Companion: Writing 7: 258–264; Writing 8: 265–278 |
| Dimension 2, Causation and Argumentation | |
| INDIVIDUALLY AND WITH OTHERS, STUDENTS... | |
| D2.His.14.6-8. Explain multiple causes and effects of events and developments in the past. | SE/TE: Students can explore causes and effects as they complete timelines. Make a Timeline, 37; Speaking and Listening: Biography (Add a Timeline), 203; also see: <i>“Surviving the Dust Bowl,”</i> 453; <i>The Grapes of Wrath,</i> 457 TE only: Cross-Curricular Perspectives: Social Studies (Research Colonial America), 128; (Research Victorian England), 234; (Research Victorian Social Classes), 264; (Research Farm Tools), 457; (Research Crops Picked by Hand), 468; Personalize for Learning: Challenge (Research Effects of Cycle of Poverty), 51; Challenge (Research Extinct Animals), 190; Strategic Support (Historic Support), 280 |
| D2.His.15.6-8. Evaluate the relative influence of various causes of events and developments in the past. | SE/TE: Students can explore this objective as they read the following selections: <i>“Surviving the Dust Bowl,”</i> 453; <i>The Grapes of Wrath,</i> 457; <i>The Circuit,</i> 469; from <i>The Story of My Life,</i> 505; <i>“How Helen Keller Learned to Talk,”</i> 513; <i>“A Young Tinkerer Builds a Windmill, Electrifying a Nation,”</i> 519 TE only: Cross-Curricular Perspectives: Social Studies (Research Colonial America), 128; (Research Victorian England), 234; (Research Victorian Social Classes), 264; (Research Farm Tools), 457; (Research Crops Picked by Hand), 468 |

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| <p>D2.His.16.6-8. Organize applicable evidence into a coherent argument about the past.</p> | <p>SE/TE: Whole-Class Performance Task: Argument, 164–169, 392–397; Present an Argument, 212–213, 430–431; Writing to Sources; Argument, 220, 370, 438; Analyze Craft and Structure: Evaluate Arguments and Claims, 209; Argument: Persuasive Speech, 383</p> <p>TE only: Cross-Curricular Perspectives: Social Studies (Research Colonial America), 128; (Research Victorian England), 234; (Research Victorian Social Classes), 264; (Research Farm Tools), 457; (Research Crops Picked by Hand), 468; Personalize for Learning: Strategic Support (Persuasive Techniques), 383</p> <p><i>Additional Resources:</i> myPerspectives Plus: Common Core Companion: Informational Text 8: 169–175; Writing 1: Supporting a Claim, 193</p> |
| <p>D2.His.17.6-8. Compare the central arguments in secondary works of history on related topics in multiple media.</p> | <p>SE/TE: “Neil deGrasse Tyson on the Future of U.S. Space Exploration After <i>Curiosity</i>,” 204; <i>from Silent Spring</i>, 363; Nobel Speech (text), / Nobel Speech (video), 373, 387; Analyze Craft and Structure: Evaluate Arguments and Claims, 209; Argument: Persuasive Speech, 383</p> <p>TE only: Personalize for Learning: Strategic Support (Persuasive Techniques), 383; Cross-Curricular Perspectives: Social Studies (Research Colonial America), 128; (Research Victorian England), 234; (Research Victorian Social Classes), 264</p> <p><i>Additional Resources:</i> myPerspectives Plus: Common Core Companion: Informational Text 8: 169–175</p> |

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| C3 Framework for Social Studies Grades 6-8 | myPerspectives Grade 7, ©2017 |
|---|---|
| Evaluating Sources & USING EVIDENCE | |
| Dimension 3, Gathering and Evaluating Sources | |
| INDIVIDUALLY AND WITH OTHERS, STUDENTS... | |
| <p>D3.1.6-8. Gather relevant information from multiple sources while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.</p> | <p>SE/TE: Research to Clarify & Research to Explore, 25, 37, 45, 65, 141, 148, 157, 177, 195, 207, 259, 291, 300, 319, 327, 365, 381, 388, 425, 454, 461, 475, 499, 508, 523; Research Project, 211, 419; Digital Multimedia Presentation, 339; Informational Multimedia Presentation, 371; Multimedia Presentation, 181, Costume Plan, 297; Gather Evidence, 50, 165, 212, 390, 393, 430; Gather Details, 53, 483, 528; Conducting Research, R24–R33</p> <p><i>Additional Resources:</i> myPerspectives Plus: Common Core Companion: Writing 7: 258–264; Writing 8: 265–278</p> |
| <p>D3.2.6-8. Evaluate the credibility of a source by determining its relevance and intended use.</p> | <p>SE/TE: Review Evidence for a Nonfiction Narrative, 111; Review Evidence for an Argument, 219, 437; Review Evidence for an Explanatory Essay, 347; Review Evidence for an Informative Essay, 535; Consulting Print and Digital Sources, R25; Types of Evidence, R29</p> <p><i>Additional Resources:</i> myPerspectives Plus: Common Core Companion: Writing 8: Evaluating Sources, 268</p> |

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| Dimension 3, Developing Claims and Using Evidence | |
| INDIVIDUALLY AND WITH OTHERS, STUDENTS... | |
| <p>D3.3.6-8. Identify evidence that draws information from multiple sources to support claims, noting evidentiary limitations.</p> | <p>SE/TE: Research Project, 211, 419; Prewriting and Planning, 84; Performance-Based Assessment Prep: Review Evidence for a Nonfiction Narrative, 111; Review Evidence for an Argument, 219, 437; Review Evidence for an Explanatory Essay, 347; Review Evidence for an Informative Essay, 535; Consulting Print and Digital Sources, R25; Types of Evidence, R29</p> <p>TE only: Cross-Curricular Perspectives, 6, 18, 25, 120, 128, 142, 154, 176, 187, 201, 234, 241, 264, 270, 318, 335, 356, 364, 372, 415, 453, 457, 468</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, 258–264; Writing 8, 265–278</p> |
| <p>D3.4.6-8. Develop claims and counterclaims while pointing out the strengths and limitations of both.</p> | <p>SE/TE: Prewriting/ Planning: Write a Claim, 165; Write a Strong Conclusion, 166; Craft a Claim, 393; Write a Memorable Conclusion, 396; Writing to Sources: Argument, 221, 370; also see: Evaluate Argument and Claims, 209; Evaluate an Argument: Persuasive Speech, 383</p> <p>TE only: Launch Text: Argument Model, 356</p> <p><i>Additional Resources:</i> myPerspectives Plus: Common Core Companion: Writing 1: Supporting a Claim, 193</p> |

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|--|---|
| Communicating Conclusions & Taking INFORMED ACTION | |
| Dimension 4, Communicating Conclusions | |
| INDIVIDUALLY AND WITH OTHERS, STUDENTS USE WRITING, VISUALIZING, AND SPEAKING TO... | |
| <p>D4.1.6-8. Construct arguments using claims and evidence from multiple sources, while acknowledging the strengths and limitations of the arguments.</p> | <p>SE/TE: Whole-Class Performance Task: Argument, 164–169, 392–397; Present an Argument, 212–213, 430–431; Writing to Sources; Argument, 220, 370, 438</p> <p><i>Additional Resources:</i> myPerspectives Plus: Common Core Companion: Writing 1: 191–201</p> |
| <p>D4.2.6-8. 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>SE/TE: Whole-Class Performance Task: Write an Explanatory Essay, 304–309; Present an Explanatory Essay, 340–341; Explanatory Text: Essay and Oral Presentation, 348–350; Write an Informative Essay, 482–487; Present Multimedia Profiles, 528–529; Explanatory Text: Essay and Oral Presentation, 536–538; Writing to Sources: Explanation, 480; Research: Informational Report, 211</p> <p><i>Additional Resources:</i> myPerspectives Plus: Common Core Companion: Writing 2: 202–213</p> |
| <p>D4.3.6-8. 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>SE/TE: Whole-Class Performance Task: Write an Argument, 164–169; Present an Argument, 212–213; Write an Explanatory Essay, 304–309; Present an Explanatory Essay, 340–341; Explanatory Text: Essay and Oral Presentation, 348–350; Write an Argument, 392–397; Present an Argument, 430–431; Argument: Essay and Oral Presentation, 438–440; Write an Informative Essay, 482–487; Present Multimedia Profiles, 528–529; Explanatory Text: Essay and Oral Presentation, 536–538; Writing to Sources; Explanation, 480; Writing to Sources; Argument, 220, 370, 438; Research: Informational Report, 211</p> <p><i>Additional Resources:</i> myPerspectives Plus: Common Core Companion: Writing 1: 191–201; Writing 2: 202–213</p> |

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| Dimension 4, Critiquing Conclusions | |
| INDIVIDUALLY AND WITH OTHERS, STUDENTS... | |
| D4.4.6-8. Critique arguments for credibility. | <p>SE/TE: "Neil deGrasse Tyson on the Future of U.S. Space Exploration After <i>Curiosity</i>," 204; from <i>Silent Spring</i>, 363; Nobel Speech (text), / Nobel Speech (video), 373, 387; Analyze Craft and Structure: Evaluate Arguments and Claims, 209; Argument: Persuasive Speech, 383</p> <p><i>Additional Resources:</i> myPerspectives Plus: Common Core Companion: Informational Text 8: 169–175</p> |
| D4.5.6-8. Critique the structure of explanations. | <p>SE/TE: Analyze Craft and Structure: Text Structure: Informative Writing, 159; Development of Ideas: Text Structure, 179; Biographical Writing, 525</p> <p><i>Additional Resources:</i> myPerspectives Plus: Common Core Companion: Informational Text 5: 142–148</p> |
| Dimension 4, Taking Informed Action | |
| INDIVIDUALLY AND WITH OTHERS, STUDENTS... | |
| D4.6.6-8. 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>SE/TE: "Tutors Teach Seniors New High-Tech Tricks," 63; "Urban Farming Is Growing a Greener Future," 333; from <i>Silent Spring</i>, 363; Nobel Speech (text), / Nobel Speech (video), 373, 387; "Eagle Tracking at Follensby Pond," 413</p> <p>TE only: Personalize for Learning: Challenge (Research Effects of Cycle of Poverty), 51; Challenge (Research Extinct Animals), 190; Challenge (Research Environmental Problems), 365; Challenge (Research Climate Change), 523; Cross-Curricular Perspectives: Social Studies (Research Victorian Social Classes), 264; Science (Research Environmental Damage), 364; Science (Research Global Warming), 372; Science (Research Bald Eagles and DDT), 415</p> |
| D4.7.6-8. Assess their individual and collective | SE/TE: "Tutors Teach Seniors New High-Tech |

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| C3 Framework for Social Studies Grades 6-8 | myPerspectives Grade 7, ©2017 |
|--|---|
| 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. | Tricks," 63; <i>Urban Farming Is Growing a Greener Future</i> ," 333; <i>from Silent Spring</i> , 363; Nobel Speech (text), / Nobel Speech (video), 373, 387; <i>Eagle Tracking at Follensby Pond</i> ," 413 TE only: Personalize for Learning: Challenge (Problem-Solution Suggestion), 378 |
| D4.8.6-8. 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. | SE/TE: Small-Group Learning Strategies, 58, 170, 310, 398, 498; Working as a Team, 60, 172, 312, 400, 490; also see: Nobel Speech (text), / Nobel Speech (video), 373, 387 TE only: Personalize for Learning: Challenge (Minimum Wage Laws), 269; Challenge (Problem-Solution Suggestion), 378 |

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