



HOLT McDougal

# World Geography

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### C3 Framework Correlation Sampler

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

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

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

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A Lesson-by-Lesson Correlation**

Chapter/Lesson/Feature	Name	Pages	Codes	C3 Framework for Social Studies State Standards (2013), End of Grade 8
<b>Chapter 7: Mexico</b>				
Sec. 7.1	Physical Geography	168–171	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.
			D2.Geo.5.6-8.	Analyze the combinations of cultural and environmental characteristics that make places both similar to and different from other places.
Sec. 7.2	History and Culture	172–177	D2.His.1.6-8.	Analyze connections among events and developments in broader historical contexts.
			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.
			D2.His.4.6-8.	Analyze multiple factors that influenced the perspectives of people during different historical eras.
			D2.His.5.6-8.	Explain how and why perspectives of people have changed over time.
			D2.His.14.6-8.	Explain multiple causes and effects of events and developments in the past.
D2.His.15.6-8.	Evaluate the relative influence of various causes of events and developments in the past.			

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Chapter/Lesson/Feature	Name	Pages	Codes	C3 Framework for Social Studies State Standards (2013), End of Grade 8
<b>Chapter 7: Mexico cont.</b>				
Sec. 7.3	Mexico Today	178–185	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.
			D2.Eco.1.6-8.	Explain how economic decisions affect the well-being of individuals, businesses, and society.
			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.
			D2.Eco.14.6-8.	Explain barriers to trade and how those barriers influence trade among nations.
			D2.Eco.15.6-8.	Explain the benefits and the costs of trade policies to individuals, businesses, and society.
			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.
			D2.Geo.5.6-8.	Analyze the combinations of cultural and environmental characteristics that make places both similar to and different from other places.
			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.
			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.
			D4.7.6-8.	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 outcome

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