

**WE THE PEOPLE: THE CITIZEN AND THE CONSTITUTION
CORRELATION WITH GEORGIA PERFORMANCE STANDARDS
LEVEL I (GRADE 4)**

Georgia Performance Standards Grade 4	Lessons from We The People...	Content/Concepts
SS4H3 The student will explain the factors that shaped British colonial America.	1, 2 3	Colony, diverse, slave, self-sufficient, indentured, servants, plantations, subjects, natural rights, consent, liberty, property, civic virtue, common good, democracy, representatives, republican government
SS4H4 The student will explain the causes, events, and results of the American Revolution.	5	American Revolution, continental Congress, Declaration of Independence, loyalties, patriots, principles
SS4H5 The student will analyze the challenges faced by the new nation.	6, 7, 8, 9, 12, 13, 14, 15	Articles of confederation, delegate, Northwest Ordinances, framers, Philadelphia Convention, Great Compromise, House of Representatives, Senate, checks and balances, executive, legislative judicial powers, separation of powers, U. S. Supreme Court, bill, veto, Congress
SS4H7 The student will examine the main ideas of the abolitionist and suffrage movements.	10, 19, 20	Slave trade, three fifths clause, boycott, Civil Rights Act of 1964, Civil War Amendments, segregate, Civil Rights Movement, 19 th Amendment, poll tax, 24 th Amendment, 26 th Amendment, Voting Rights Act
SS4CG1 The student will describe the meaning of a. natural rights as found in the Declaration of Independence (the right to life, liberty, and the pursuit of happiness) b. “We the people” from the Preamble to the U.S. Constitution as reflecting consent of the governed or popular sovereignty c. the federal system of government in the U.S.	2, 3, 5, 11, 16	American Revolution, Continental Congress, created equal, life, liberty, pursuit of happiness, ordain, consent of the governed, justice, preamble, general welfare, delegate, Federal system, powers of national government, powers of state governments, natural rights, republican government

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Georgia Performance Standards Grade 4	Lessons from We The People...	Content/Concepts
SS4CG2 The student will explain the importance of freedom of expression as explained in the First Amendment to the U. S. Constitution.	17, 18	Assembly, expression, petition, press, speech, establishment clause, free exercise clause, freedom of religion
SS4CG3 The student will describe the functions of government.	4, 12	Constitution, constitutional government, dictatorial government, limit to government powers, executive, judicial, executive branches, separation of powers
SS4CG4 The student will explain the importance for Americans to share certain central democratic beliefs and principles both personal and civic.	20, 22, 23	diplomacy, humanitarianism, citizen, Bill of Rights, due process of law, Fifth Amendment, 14 th Amendment
SS4CG5 The student will name positive character traits of key historic figures and government leaders (honesty, patriotism, courage, trustworthiness).	5, 8	Research lives of key historic figures and study their contributions to the founding of our country
SS4CG3 The student will describe the functions of government.	4, 12	Constitution, constitutional government, dictatorial government, limit to government powers, executive, judicial, executive branches, separation of powers

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**WE THE PEOPLE: THE CITIZEN AND THE CONSTITUTION
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LEVEL I (GRADE 5)**

Georgia Performance Standards Grade 5	Lessons from We The People...	Content/Concepts
SS5H2 The student will analyze the effects of Reconstruction on American life.	19, 20	Civil War Amendments (13 th , 14 th , 15 th) Fifth Amendment, due process of law
SS5H8 The student will describe the importance of key people, events and developments between 1950-1975.	19, 20, 21	Civil Rights Act of 1964, equal protection clause, segregate, right to a lawyer, Civil Rights Movement, 19 th , 24 th and 26 th Amendments
SS5CG1 The student explain will how a citizens rights are protected under the U.S. Constitution.	17, 18, 20, 23, 24	Bill of Rights, freedom of religion, Fifth Amendment, Fourteenth Amendment, due process of law, citizen, tolerant, participation in government
SS5CG2 The student will explain the process by which amendments to the U.S. Constitution are made.	Page 213	Amendment procedures
SS5CG3 The student will explain how amendments to the U. S. Constitution have maintained a representative democracy.	17, 18, 19, 21 Page 218	Bill of Rights, Civil War Amendments (13 th , 14 th , 15 th) Amendment 17, 19 th Amendment, 26 th Amendment, Fifth Amendment, 14 th Amendment, equal protection of the laws, literacy, poll tax

**WE THE PEOPLE: THE CITIZEN AND THE CONSTITUTION
CORRELATION WITH GEORGIA PERFORMANCE STANDARDS
GEORGIA STUDIES (LEVEL II GRADE 8)**

In eighth grade, students study Georgia geography, history, government, and economics. While the four strands are interwoven, ample opportunity is also provided for in depth study of the geography of Georgia and the government of Georgia. **U. S. historical events are included as appropriate to ensure students understand Georgia’s role in the history of the United States.**

Georgia Performance Standards Grade 8/Georgia Studies	Lessons from We The People...	Content/Concepts
SS8H3 The student will analyze the role of Georgia in the American Revolution.	7, 8	Natural rights, separation of powers, proclamation of 1763, Stamp Act, Intolerable Acts, Declaration of Independence, Continental Congress, governor, unalienable rights, consent of the governed
SS8H4 The student will describe the impact of events that led to the ratification of the United States Constitution and the Bill of Rights.	3, 4, 10, 12, 15, 16, 17,	Constitution, constitutional government, separation of powers, checks and balances, legislative, executive, judicial branches of government, Great Compromise, ratify, Bill of rights, federalism
SS8H6 The student will analyze the impact of the Civil War and Reconstruction on Georgia.	15	Protective tariff, three-fifth clause, fugitive slave clause, slavery
SS8H7 The student will evaluate key political, social, and economic changes that occurred in Georgia between 1877 and 1918.	25, 26, 27	Suffrage, poll tax, literacy test, 13 th , 14 th and 15 th amendments, Jim Crow laws, separation but equal, segregation, due process clause

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CORRELATION WITH GEORGIA PERFORMANCE STANDARDS
GEORGIA STUDIES (LEVEL II GRADE 8)**

Georgia Performance Standards Grade 8/Georgia Studies	Lessons from We The People...	Content/Concepts
SS8H11 The student will evaluate the role of Georgia in the modern civil rights movement.	25, 26	Equal protection, segregation, discrimination, due process, poll tax, literacy test, suffrage
SS8H12 The student will explain the importance of significant social, economic and political developments in Georgia since 1970.	25, 26, 27	Suffrage, poll tax, grandfather clause, register, Jim Crow laws, due process, equal protection of the law
SS8CG1 The student will describe the role of citizens under Georgia's constitution.	29, 30	Citizen, alien, citizen responsibility, common welfare, individual rights vs. the sovereignty of the people
SS8CG3 The student will analyze the role of the executive branch in Georgia state government.	15, 16, 17	Enumerated powers, executive branch, laws, impeach
SS8CG4 The student will analyze the role of the judicial branch in Georgia state government.	16, 19, 21, 22	Supreme Court, original jurisdiction, supremacy clause, interpretation

**WE THE PEOPLE: THE CITIZEN AND THE CONSTITUTION
CORRELATION WITH GEORGIA PERFORMANCE STANDARDS
GOVERNMENT (LEVEL III-High School)**

The government course provides students with a background in the philosophy, functions, and structure of the United States government. Students examine the philosophical foundations of the United States government and how that philosophy developed. Students also examine the structure and function of the United States government and its relationship to states and citizens.

Georgia Performance Standards High School/Government	Lessons from We The People	Content/Concepts
SSCG1 The student will demonstrate knowledge of the political philosophies that shaped the development of United States constitutional government.	1, 3, 4	Consent, law of nature, natural rights, civic virtue, classical republicanism, common good, representative democracy, Age of Enlightenment, Judeo-Christian, nation-state, Reformation, Renaissance
SSCG2 The student will analyze the natural rights philosophy and the nature of government expressed in the Declaration of Independence.	2, 8	Checks and balances, common good, constitutional government, delegated powers, democracy, limited government, higher laws, separation of powers, Declaration of Independence, natural law, compact, sovereignty lays with the people
SSCG3 The student will demonstrate knowledge of the United States Constitution.	5, 6, 7, 9, 11, 12	Charter, compact, due process of law, Magna Carta, rights of Englishmen, balance of power, English Bill of Rights, Petition of Right, writ of habeas corpus, covenant, Fundamental Orders of Connecticut, Laws and Liberties of Massachusetts, Mayflower Compact, Massachusetts Constitution, Virginia Declaration of Rights, popular sovereignty, Constitutional Convention, delegate, the Federalists Papers, The Great Compromise, federal system, equal representation, proportional system

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GOVERNMENT (LEVEL III-High School)**

Georgia Performance Standards High School/Government	Lessons from We The People	Content/Concepts
SSCG4 The student will demonstrate knowledge of the organization and powers of the national government.	13, 14, 15, 18	Apportioned, enumerated powers, The Great Compromise, fugitive slave law, impeach, separated powers, supremacy clause, writ of habeas corpus, ex post facto laws, bills of attainder, treason, electoral college, executive powers, judicial review, veto, bureaucracy, president, cabinet, Judiciary Act of 1789
SSCG5 The student will demonstrate knowledge of the federal system of government described in the United States Constitution.	12, 19, 22, 38	Federalism, federal system, proportional representation, equal representation, sovereignty, McCulloch vs. Maryland, enumerated powers
SSCG6 The student will demonstrate knowledge of civil liberties and civil rights.	19, 23, 24, 25 29, 30, 31, 32 33, 34	Bill of Rights, ex post facto laws, habeas corpus, impeachment, 9 th Amendment, Emancipation Proclamation, 14 th Amendment, Civil Rights Acts of 1866, Civil Rights Acts of 1875, literacy tests, double jeopardy, due process, religious freedom (religious liberty clause of First Amendment), freedom of expression, libel, time, place and manner restrictions, freedom of assembly, petition, and association, procedural due process, 4 th Amendment, right to privacy, warrants, search and seizures. Probably cause, 5 th and 8 th Amendments, bail, capital punishment, cruel and unusual punishment, felony, right to counsel
SSCG7 The student will describe how thoughtful and effective participation in civic life is characterized by obeying the law, paying taxes, serving on a jury, participating in the political process, performing public service, registering for military duty, being informed about current issues, and respecting differing	36, 40	Civic values, civil rights, civility, common good, political action, political rights, responsibilities of citizenship, liberty vs. order, individual rights vs the sovereignty of the people

opinions.

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GOVERNMENT (LEVEL III-High School)**

Georgia Performance Standards High School/Government	Lessons from We The People	Content/Concepts
SSCG7 The student will describe how thoughtful and effective participation in civic life is characterized by obeying the law, paying taxes, serving on a jury, participating in the political process, performing public service, registering for military duty, being informed about current issues, and respecting differing opinions.	36, 40	Civic values, civil rights, civility, common good, political action, political rights, responsibilities of citizenship, liberty vs. order, individual rights vs the sovereignty of the people
SSCG8 The student will demonstrate knowledge of local, state, and national elections.	20, 27	Faction, Federalists Party, political parties, Republican Party, Revolution of 1800. Purpose of political parties, 15 th , 24 th , 26 th Amendments, franchise, suffrage
SSCG9 The student will explain the differences between the House of Representatives and the Senate with emphasis on terms of office, powers, organization, leadership, and representation of each house.	12, 13	Equal representation, proportional representation, enumerated powers, impeach, checks and balances, House of Representatives, Senate, terms of members of Congress
SSCG11 The student will describe the influence of lobbyists (business, labor, professional organizations) and special interest groups on the legislative process.	31	Gag rule, right of association, lobby
SSCG12 The student will analyze the various roles played by the President of the United States including Commander-in-Chief of the Armed Forces, Chief Executive, Chief Agenda Setter, Representative of the Nation, Chief of State, Foreign Policy Leader, and Party Leader.	14, 15, 18 Pages 236-237 Constitution, Article II, Section 2, 3	Executive power, executive departments, veto, bureaucracy, president's cabinet

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GOVERNMENT (LEVEL III-High School)**

Georgia Performance Standards High School/Government	Lessons from We The People	Content/Concepts
SSCG13 The student will describe the qualifications for becoming President of the United States.	14 Page 236, Constitution, Article II, Section 1	Natural born citizen, 35 years of age, a resident for 14 years within the United States
SSCG14 The student will explain the impeachment process and its usage for elected officials.	14, 19 Page 237, Constitution, Article II, Section 4; Article I Section 3.6, 3.7	Impeach, impeachment
SSCG15 The student will explain the functions of the departments and agencies of the federal bureaucracy.	14, 18	Executive powers, bureaucracy, president's cabinet, executive departments
SSCG16 The student will demonstrate knowledge of the operation of the federal judiciary.	14, 18, 21	Judicial review, jurisdiction, Judiciary Act of 1789, federal, district court, legal remedy, Marbury vs. Madison, null and void, unconstitutional, methods of interpretation, John Marshall
SSCG19 The student will compare and contrast governments that are unitary, confederal, and federal governments; unitary, oligarchic and democratic governments; and presidential and parliamentary governments.	6, 12, 38	Federalism, parliamentary government, prime minister, federal system

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GOVERNMENT (LEVEL III-High School)**

Georgia Performance Standards High School/Government	Lessons from We The People	Content/Concepts
SSCG20 The student will describe the tools used to carry out United States foreign policy (diplomacy, economic, military and, humanitarian aid, treaties, sanctions, and military intervention).	37, 38	International, telecommunication, global village, human rights, United nations, civil and political rights, social and economic rights
SSCG21 The student will demonstrate knowledge of criminal activity.	25, 34, 38	Double jeopardy, due process, equal protection of the laws, bail, capital punishment, felony, speedy trial, public trial, impartial jury, independent judiciary

**WE THE PEOPLE: THE CITIZEN AND THE CONSTITUTION
CORRELATION WITH GEORGIA PERFORMANCE STANDARDS
UNITED STATES HISTORY (LEVEL III-High School)**

The high school United States history course provides students with a comprehensive, intensive study of major events and themes in United States history. Beginning with early European colonization the course examines major events and themes throughout United State history. The course concludes with significant developments in the early 21st century.

GEORGIA PERFORMANCE STANDARDS HIGH SCHOOL/UNITED STATES HISTORY	Lessons from We The People	Content/Concepts
SSUSH1 The student will describe European settlement in North America during the 17th century.	7	Constituents, covenant, Mayflower Compact, suffrage, charters, religious freedom, rule of law, constitutional government
SSUSH2 The student will trace the ways that the economy and society of British North America developed.	5, 7, 29	Indentured servant, slavery, charter, common law, rights of Englishmen, rule of law, established religion, Great Awakening
SSUSH3 The student will explain the primary causes of the American Revolution.	7, 8	French and Indian War, Stamp Act, Intolerable Acts, Sons of Liberty, committees of correspondence, Continental Congress, Thomas Paine
SSUSH4 The student will identify the ideological, military, and diplomatic aspects of the American Revolution.	1, 3, 8	Natural rights, state of nature, social contract, consent, classical republicanism, common good, civic virtue, representative democracy, Declaration of Independence, compact, unalienable rights

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CORRELATION WITH GEORGIA PERFORMANCE STANDARDS
UNITED STATES HISTORY (LEVEL III-High School)**

GEORGIA PERFORMANCE STANDARDS HIGH SCHOOL/UNITED STATES HISTORY	Lessons from We The People	Content/Concepts
SSUSH5 The student will explain specific events and key ideas that brought about the adoption and implementation of the United States Constitution.	10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20	Articles of Confederation, Shay's Rebellion, Northwest Ordinance, Constitutional Convention, delegate, framers of the Constitution, equal representation, the Great Compromise, enumerated powers, slavery, separated powers, balance of powers, executive powers, electoral college, judicial review, legislative branch, Federalists, Anti-Federalists, notifying convention, Bill of rights, bureaucracy, president's cabinet, individual rights, enumeration, faction, Federalists Party, political parties, Republican Party, "Revolution of 1800"
SSUSH6 The student will analyze the nature of territorial and population growth, and its impact in the early decades of the new nation.	10	Northwest Ordinance, transition from territory to statehood
SSUHS7 Students will explain the process of economic growth, its regional and national impact in the first half of the 19th century, and the different responses to it.	18, 27	President's cabinet, suffrage, franchise
SSUSH8 The student will explain the relationship between growing north-south divisions and westward expansion.	23	Sectionalism, states rights, relationship between the nation and the state
SSUSH9 The student will identify key events, issues, and individuals relating to the causes, course, and consequences of the Civil War.	23	Dred Scott decision, Emancipation Proclamation, perpetual union, secession, supremacy of the national government

**WE THE PEOPLE: THE CITIZEN AND THE CONSTITUTION
CORRELATION WITH GEORGIA PERFORMANCE STANDARDS
UNITED STATES HISTORY (LEVEL III-High School)**

GEORGIA PERFORMANCE STANDARDS HIGH SCHOOL/UNITED STATES HISTORY	Lessons from We The People	Content/Concepts
SSUSH10 The student will identify legal, political, and social dimensions of Reconstruction.	24, 25	Black Codes, Klu Klux Klan, literacy tests, 13 th , 14 th and 15 th Amendments, poll taxes, Grandfather clauses, due process, equal protection of the laws
SSUSH13 The student will identify major efforts to reform American society and politics in the Progressive Era.	26, 28	Plessy vs. Ferguson, segregation, Jim Crow laws, NAACP, separate but equal, civil disobedience, Civil Rights Act of 1964
SSUSH15 The student will analyze the origins and impact of U.S. involvement in World War I.	27	Franchise, 19 th Amendment, suffrage, 24 th Amendment, 26 th Amendment
SSUSH17 The students will analyze the causes and consequences of the Great Depression.	31	Public forum, redress of grievances, right to assembly, right of association, right of petition
SSUSH22 The student will identify dimensions of the Civil Rights movement 1945-1970.	26, 28	Brown vs. Board of Education of Topeka, Civil Rights Act of 1964, "Letter from Birmingham Jail" (1963), Montgomery bus boycott, 1955-56, sit-ins, affirmative action, Equal Pay Act of 1963, reverse discrimination

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CORRELATION WITH GEORGIA PERFORMANCE STANDARDS
UNITED STATES HISTORY (LEVEL III-High School)**

GEORGIA PERFORMANCE STANDARDS HIGH SCHOOL/UNITED STATES HISTORY	Lessons from We The People	Content/Concepts
SSUSH23 The student will describe and assess the impact of political developments between 1945-1970.	26, 28, 34	Civil rights movement, sit ins, segregation, discrimination, Civil Rights Act of 1964, affirmative action, civil disobedience, bail, capital punishment, double jeopardy, right to counsel, Miranda vs. Arizona
SSUSH24 The student will analyze the impact of social change movements and organizations of the 1960's.	26, 27	NAACP, SCLC, SNCC, white citizens councils, Susan B. Anthony, 19 th Amendment
SSUSH25 The student will describe changes in national politics since 1968.	Unit Four, Lessons 25-28, Unit Five, Lessons 29-34	Unit Four: How the protections of the Bill of Rights were developed and expanded, Unit Five: The rights protected by the Bill of Rights and why some remain controversial

**WE THE PEOPLE:THE CITIZEN AND THE CONSTITUTION
CORRELATIONS WITH THE
ENGLISH LANGUAGE ARTS
GEORGIA PERFORMANCE STANDARDS
GRADES 4, 5 and 8**

In the introduction to the English Language Arts Georgia Performance Standards (GPS) for 4th, 5th, and 8th grades, it is noted that the emphasis is on expanding and deepening the student's knowledge of reading, writing, and speaking. It stresses that students read and understand informational texts from other subject areas. They make new connections as they encounter new ideas and begin to study the other areas in more formal ways.

Students use writing as a tool for learning, and they write for a variety of purposes and audiences. Students are aware of the connections between reading and writing: thus, they continue to increase vocabulary knowledge through their reading, word study, discussion, and content area study.

In their verbal interactions, students communicate effectively with different audiences. They use skills to learn to participate in a cooperative learning environment, and they speak in turns rather than all at once during group interaction. Students are able to understand a problem or conflict, and they can determine an appropriate solution. In this process, they draw on previous knowledge and experience, draw conclusions and/or make valid generalizations, and apply logic to develop possible solutions. They support solutions with a variety of evidence and reasons.

These ELA standards are closely related to the skills expressed in the goal statements for the WE THE PEOPLE: THE CITIZEN AND THE CONSTITUTION curriculum. For example, under its list of goals for SKILLS is the following: "Effective citizenship participation presupposes a body of analytic skills essential to the application of understanding and knowledge to the issues of the day. Schools must help students increase their capacity to make intelligent choices..." Under PRACTICE goals: "Education is most meaningful and long-lasting when learners are given structured opportunities to apply their knowledge and to practice the skills essential to responsible citizenship. Competent participation in the political system requires practice working within the group, listening and being receptive to new ideas, evaluating ideas, compromising, making reasoned decisions, and having the confidence to present ideas in public."

Throughout the suggested activities in the WTP program, students must employ reading, writing, listening, and active participation in a cooperative learning environment, working collaboratively in a variety of situations.

WE THE PEOPLE: THE CITIZEN AND THE CONSTITUTION
CORRELATION WITH GEORGIA PERFORMANCE STANDARDS
LEVEL I (GRADE 4-5)
English/ Language Arts

Standards/Elements	Unit One	Unit Two	Unit Three	Unit Four	Unit Five
READING					
ELA4R1/ELA5R1: The student demonstrates comprehension and shows evidence of a warranted and responsible explanation of a variety of literary and informational texts.	✓	✓	✓	✓	✓
<i>CRITICAL COMPONENT: For informational texts, the student reads and comprehends in order to develop understanding and expertise and produces evidence of reading that:</i>	✓	✓	✓	✓	✓
a. Locates facts that answer the reader's questions.	✓	✓	✓	✓	✓
b. Identifies and uses knowledge of common textual features (e.g., paragraphs, topic sentences, concluding sentences, glossary).	✓	✓	✓	✓	✓
c. Identifies and uses knowledge of common graphic features (e.g., charts, maps, diagrams, illustrations).	✓	✓	✓	✓	✓
d. Identifies and uses knowledge of common organizational structures (e.g., chronological order, cause and effect).	✓	✓	✓	✓	✓
e. Distinguishes cause from effect in context.	✓	✓	✓	✓	✓
f. Summarizes main ideas and supporting details.	✓	✓	✓	✓	✓
g. Makes perceptive and well-developed connections.	✓	✓	✓	✓	✓
h. Distinguishes fact from opinion or fiction.	✓	✓	✓	✓	✓
ELA4R3/ELA5R3: The student understands and acquires new vocabulary and uses it correctly in reading and writing. The student	✓	✓	✓	✓	✓
a. Reads a variety of texts and incorporates new words into oral and written language.	✓	✓	✓	✓	✓
b. Determines the meaning of unknown words using their context.	✓	✓	✓	✓	✓
d. Determines meanings of words and alternate word choices using a dictionary or thesaurus.	✓	✓	✓	✓	✓

WE THE PEOPLE: THE CITIZEN AND THE CONSTITUTION
CORRELATION WITH GEORGIA PERFORMANCE STANDARDS
LEVEL I (GRADE 4-5)
English/ Language Arts

Standards/Elements	Unit One	Unit Two	Unit Three	Unit Four	Unit Five
WRITING					
ELA4W1/ELA5W1: The student produces writing that establishes an appropriate organizational structure, sets a context and engages the reader, maintains a coherent focus throughout, and signals a satisfying closure. The student	✓	✓	✓	✓	✓
a. Selects a focus, an organizational structure, and a point of view based on purpose, genre expectations, audience, length, and format requirements.	✓	✓	✓	✓	✓
b. Writes texts of a length appropriate to address the topic or tell the story.	✓	✓	✓	✓	✓
c. Uses traditional structures for conveying information (e.g., chronological order, cause and effect, similarity and difference, and posing and answering a question).	✓	✓	✓	✓	✓
d. Uses appropriate structures to ensure coherence (e.g., transition elements).	✓	✓	✓	✓	✓
ELA4W2/ELA5W2: The student demonstrates competence in a variety of genres.	✓	✓	✓	✓	✓
<i>CRITICAL COMPONENT: The student produces informational writing (e.g., report, procedures, correspondence) that:</i>	✓	✓	✓	✓	✓
a. Engages the reader by establishing a context, creating a speaker's voice, and otherwise developing reader interest.	✓	✓	✓	✓	✓
b. Frames a central question about an issue or situation.	✓	✓	✓	✓	✓
c. Creates an organizing structure appropriate to a specific purpose, audience, and context.	✓	✓	✓	✓	✓
d. Includes appropriate facts and details.	✓	✓	✓	✓	✓
e. Excludes extraneous details and inappropriate information.	✓	✓	✓	✓	✓
f. Uses a range of appropriate strategies, such as providing facts and details, describing or analyzing the subject, and narrating a relevant anecdote.	✓	✓	✓	✓	✓
g. Draws from more than one source of information such as speakers, books, newspapers, and online materials.	✓	✓	✓	✓	✓
h. Provides a sense of closure to the writing.	✓	✓	✓	✓	✓

WE THE PEOPLE: THE CITIZEN AND THE CONSTITUTION
CORRELATION WITH GEORGIA PERFORMANCE STANDARDS
LEVEL I (GRADE 4-5)
English/ Language Arts

Standards/Elements	Unit One	Unit Two	Unit Three	Unit Four	Unit Five
ELA4W3/ELA5W3: The student uses research and technology to support writing. The student	✓	✓	✓	✓	✓
a. Acknowledges information from sources.	✓	✓	✓	✓	✓
b. Locates information in reference texts by using organizational features (i.e. prefaces, appendices, index, glossary, and table of contents).	✓	✓	✓	✓	✓
c. Uses various reference materials (i.e. dictionary, thesaurus, encyclopedia, electronic information, almanac, atlas, magazines, newspapers, and key words).	✓	✓	✓	✓	✓
d. Demonstrates basic keyboarding skills and familiarity with computer terminology (e.g., software, memory, disk drive, hard drive).	✓	✓	✓	✓	✓
ELA4W4/ELA5W4: The student consistently uses a writing process to develop, revise, and evaluate writing. The student	✓	✓	✓	✓	✓
a. Plans and drafts independently and resourcefully.	✓	✓	✓	✓	✓
b. Revises selected drafts to improve coherence and progression by adding, deleting, consolidating, and rearranging text.	✓	✓	✓	✓	✓
c. Edits to correct errors in spelling, punctuation, etc.	✓	✓	✓	✓	✓
CONVENTIONS					
ELA4C1/ELA5C1: The student demonstrates understanding and control of the rules of the English language, realizing that usage involves the appropriate application of conventions and grammar in both written and spoken formats. The student	✓	✓	✓	✓	✓
a. Recognizes the subject-predicate relationship in sentences.	✓	✓	✓	✓	✓
b. Uses and identifies four basic parts of speech (adjective, noun, verb, adverb).	✓	✓	✓	✓	✓
c. Uses and identifies correct mechanics (end marks, commas for series, capitalization), correct usage (subject and verb agreement in a simple sentence), and correct sentence structure (elimination of sentence fragments).	✓	✓	✓	✓	✓

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LEVEL I (GRADE 4-5)
English/ Language Arts

Standards/Elements	Unit One	Unit Two	Unit Three	Unit Four	Unit Five
LISTENING/VIEWING/SPEAKING					
ELA4LSV1/ELA5SV1: The student participates in student-to-teacher, student-to-student, and group verbal interactions. The student	✓	✓	✓	✓	✓
a. Initiates new topics in addition to responding to adult-initiated topics.	✓	✓	✓	✓	✓
b. Asks relevant questions.	✓	✓	✓	✓	✓
c. Responds to questions with appropriate information.	✓	✓	✓	✓	✓
d. Uses language cues to indicate different levels of certainty or hypothesizing (e.g., “What if. . .”; “Very likely. . .”; “I’m unsure whether. . .”).	✓	✓	✓	✓	✓
e. Confirms understanding by paraphrasing the adult’s directions or suggestions.	✓	✓	✓	✓	✓
f. Displays appropriate turn-taking behaviors.	✓	✓	✓	✓	✓
g. Actively solicits another person’s comments or opinions.	✓	✓	✓	✓	✓
h. Offers own opinion forcefully without domineering.	✓	✓	✓	✓	✓
i. Responds appropriately to comments and questions.	✓	✓	✓	✓	✓
j. Volunteers contributions and responds when directly solicited by teacher or discussion leader.	✓	✓	✓	✓	✓
k. Gives reasons in support of opinions expressed.	✓	✓	✓	✓	✓
l. Clarifies, illustrates, or expands on a response when asked to do so; asks classmates for similar expansions.	✓	✓	✓	✓	✓
ELA4LSV2/ELA5SV2: The student listens to and views various forms of text and media in order to gather and share information, persuade others, and express and understand ideas.	✓	✓	✓	✓	✓
<i>CRITICAL COMPONENT: When responding to visual and oral texts and media (e.g., television, radio, film productions, and electronic media), the student:</i>	✓	✓	✓	✓	✓
a. Demonstrates an awareness of the presence of the media in the daily lives of most people.	✓	✓	✓	✓	✓
b. Evaluates the role of the media in focusing attention and in forming an opinion.	✓	✓	✓	✓	✓
c. Judges the extent to which the media provides a source of entertainment as well as a source of information.	✓	✓	✓	✓	✓

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Standards/Elements	Unit One	Unit Two	Unit Three	Unit Four	Unit Five	Unit Six
LISTENING, SPEAKING, VIEWING						
ELA8LSV1: The student participates in student-to-teacher, student-to-student, and group verbal interactions. The student	✓	✓	✓	✓	✓	✓
a. Initiates new topics in addition to responding to adult-initiated topics.	✓	✓	✓	✓	✓	✓
b. Asks relevant questions.	✓	✓	✓	✓	✓	✓
c. Responds to questions with appropriate information.	✓	✓	✓	✓	✓	✓
d. Confirms understanding by paraphrasing the adult's directions or suggestions.	✓	✓	✓	✓	✓	✓
e. Displays appropriate turn-taking behaviors.	✓	✓	✓	✓	✓	✓
f. Actively solicits another person's comments or opinions.	✓	✓	✓	✓	✓	✓
g. Offers own opinion forcefully without domineering.	✓	✓	✓	✓	✓	✓
h. Responds appropriately to comments and questions.	✓	✓	✓	✓	✓	✓
i. Volunteers contributions and responds when directly solicited by teacher or discussion leader.	✓	✓	✓	✓	✓	✓
j. Gives reasons in support of opinions expressed.	✓	✓	✓	✓	✓	✓
k. Clarifies, illustrates, or expands on a response when asked to do so.	✓	✓	✓	✓	✓	✓
l. Employs a group decision-making technique such as brainstorming or a problem- solving sequence (e.g., recognizes problem, defines problem, identifies possible solutions, selects optimal solution, implements solution, evaluates solution).	✓	✓	✓	✓	✓	✓
m. Develops a plan of action or agenda for written and/or verbal follow-up.	✓	✓	✓	✓	✓	✓
ELA8LSV2: The student listens to and views various forms of text and media in order to gather and share information, persuade others, and express and understand ideas. The student will select and critically analyze messages using rubrics as assessment tools.	✓	✓	✓	✓	✓	✓
<i>Critical Component: When responding to visual and oral texts and media (e.g., television, radio, film productions, and electronic media), the student:</i>	✓	✓	✓	✓	✓	✓
a. Interprets and evaluates the various ways in which visual image makers (e.g., graphic artists, illustrators, news photographers) communicate information and affect impressions and opinions.	✓	✓	✓	✓	✓	✓
b. Analyzes oral communication by paraphrasing a speaker's purpose and point of view, and asks relevant questions concerning the speaker's content, delivery, and purpose.	✓	✓	✓	✓	✓	✓

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ELA8LSV2 (cont.)						
<i>Critical Component: When delivering and responding to presentations, the student:</i>	✓	✓	✓	✓	✓	✓
a. Gives oral presentations or dramatic interpretations for various purposes.	✓	✓	✓	✓	✓	✓
b. Organizes information (e.g., message, vocabulary) to achieve particular purposes and to appeal to the background and interests of the audience.	✓	✓	✓	✓	✓	✓
c. Shows appropriate changes in delivery (e.g., gestures, expression, tone, pace, visuals).	✓	✓	✓	✓	✓	✓
d. Uses language for dramatic effect.	✓	✓	✓	✓	✓	✓
e. Uses rubrics as assessment tools.	✓	✓	✓	✓	✓	✓
f. Responds to oral communications with questions, challenges, or affirmations.	✓	✓	✓	✓	✓	✓
READING						
ELA8R1: The student demonstrates comprehension and shows evidence of a warranted and responsible explanation of a variety of literary and informational texts.	✓	✓	✓	✓	✓	✓
<i>Critical Component: For informational texts, the student reads and comprehends in order to develop understanding and expertise and produces evidence of reading that:</i>	✓	✓	✓	✓	✓	✓
a. Analyzes and evaluates common textual features (e.g., paragraphs, topic sentences, concluding sentences, introduction, conclusion, footnotes, index, bibliography).	✓	✓	✓	✓	✓	✓
b. Applies, analyzes, and evaluates common organizational structures (e.g., graphic organizers, logical order, cause and effect relationships, comparison and contrast).	✓	✓	✓	✓	✓	✓
c. Recognizes and traces the development of an author's argument, point of view, or perspective in text.	✓	✓	✓	✓	✓	✓
e. Uses information from a variety of consumer, workplace, and public documents (e.g., job applications) to explain a situation or decision and to solve a problem.	✓	✓	✓	✓	✓	✓
ELA8RC3: The student acquires new vocabulary in each content area and uses it correctly. The student	✓	✓	✓	✓	✓	✓
a. Demonstrates an understanding of contextual vocabulary in various subjects.	✓	✓	✓	✓	✓	✓
b. Uses content vocabulary in writing and speaking.	✓	✓	✓	✓	✓	✓
c. Explores understanding of new words found in subject area texts.	✓	✓	✓	✓	✓	✓

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WRITING						
ELA8W1: The student produces writing that establishes an appropriate organizational structure, sets a context and engages the reader, maintains a coherent focus throughout, and signals a satisfying closure. The student	✓	✓	✓	✓	✓	✓
a. Selects a focus, organizational structure, and a point of view based on purpose, genre expectations, audience, length, and format requirements.	✓	✓	✓	✓	✓	✓
b. Writes texts of a length appropriate to address the topic or tell the story.	✓	✓	✓	✓	✓	✓
c. Uses traditional structures for conveying information (e.g., chronological order, cause and effect, similarity and difference, and posing and answering a question).	✓	✓	✓	✓	✓	✓
d. Uses appropriate structures to ensure coherence (e.g., transition elements, parallel structure).	✓	✓	✓	✓	✓	✓
e. Supports statements and claims with anecdotes, descriptions, facts and statistics, and specific examples.	✓	✓	✓	✓	✓	✓
ELA8W2: The student demonstrates competence in a variety of genres.	✓	✓	✓	✓	✓	✓
<i>Critical Component: The student produces a multi-paragraph persuasive essay that:</i>	✓	✓	✓	✓	✓	✓
a. Engages the reader by establishing a context, creating a speaker's voice, and otherwise developing reader interest.	✓	✓	✓	✓	✓	✓
b. States a clear position or perspective in support of a proposition or proposal.	✓	✓	✓	✓	✓	✓
c. Creates an organizing structure that is appropriate to the needs, values, and interests of a specified audience, and arranges details, reasons, and examples.	✓	✓	✓	✓	✓	✓
d. Includes appropriate relevant information and arguments.	✓	✓	✓	✓	✓	✓
e. Excludes information and arguments that are irrelevant.	✓	✓	✓	✓	✓	✓

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ELA8W2 (cont.)						
<i>Critical Component: The student produces a piece of writing drawn from research that:</i>	✓	✓	✓	✓	✓	✓
a. Poses relevant and tightly drawn questions about the topic.	✓	✓	✓	✓	✓	✓
b. Engages the reader by establishing a context.	✓	✓	✓	✓	✓	✓
c. Conveys clear and accurate perspectives on the subject.	✓	✓	✓	✓	✓	✓
d. States a thesis.	✓	✓	✓	✓	✓	✓
e. Records important ideas, concepts, and direct quotations from significant information sources, and paraphrases and summarizes all perspectives on the topic, as appropriate.	✓	✓	✓	✓	✓	✓
f. Uses a variety of primary and secondary sources and distinguishes the nature and value of each.	✓	✓	✓	✓	✓	✓
g. Organizes and displays information on charts, maps, and graphs.	✓	✓	✓	✓	✓	✓
h. Provides a sense of closure to the writing.	✓	✓	✓	✓	✓	✓
i. Documents resources (bibliography, footnotes, endnotes, etc.).	✓	✓	✓	✓	✓	✓
ELA8W3: The student uses research and technology to support writing. The student	✓	✓	✓	✓	✓	✓
a. Plans and conducts multiple-step information searches by using computer networks and modems.	✓	✓	✓	✓	✓	✓
b. Achieves an effective balance between researched information and original ideas.	✓	✓	✓	✓	✓	✓
c. Avoids plagiarism.	✓	✓	✓	✓	✓	✓
ELA8W4: The student consistently uses the writing process to develop, revise, and evaluate writing. The student	✓	✓	✓	✓	✓	✓
a. Plans and drafts independently and resourcefully.	✓	✓	✓	✓	✓	✓
b. Revises writing for appropriate organization, consistent point of view, and transitions between paragraphs, passages, and ideas.	✓	✓	✓	✓	✓	✓
c. Edits writing to improve word choice, grammar, punctuation, etc.	✓	✓	✓	✓	✓	✓