

## Correlation Between “Project Citizen” Program Level 1 and Common Core State Standards for Literacy in History/Social Studies Grades 6-8

Project Citizen Level 1	Page Number	Activity Description (Taken directly from Project Citizen Level 1 text)	Corresponding Common Core State Standard for Literacy in History/Social Studies
Public Policy: What is Public Policy and Who Makes It?	4	In this lesson, you will learn what is and what is not public policy. You will also learn how government officials get and use authority to make public policy. Last, you will learn some ways in which citizens can participate in the policymaking process.	<p>RH.6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p> <p>RH.6-8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p>
Step 1: Identifying Public Policy Problems In Your Community	10	The purpose of this step is for you to share what you, your classmates, and others already know about problems in your community. This should help your class gain enough information to make an intelligent choice of one specific problem to study.	<p>RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p>RH.6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p> <p>RH.6-8.8 Distinguish among fact, opinion, and reasoned judgment in a text.</p> <p>SL.6-8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</p> <p>WHST.6-8.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p>

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			WHST.6-8.9 Draw evidence from informational texts to support analysis reflection, and research.
Step 2: Selecting a Problem For Class Study	17	Your entire class should discuss what you have discovered about the problems in your community. Decide if you have enough information to select a problem for class study.	SL.6-8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.
Step 3: Gathering Information on the Problem Your Class Will Study	18	Now that your class has selected a problem, you must decide where to get additional information.	<p>SL.6-8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</p> <p>RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p>WHST.6-8.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p> <p>WHST.6-8.9 Draw evidence from informational texts to support analysis reflection, and research.</p>
Step 4: Developing a Class Portfolio	28	You now have completed enough research to begin to develop your class portfolio. The portfolio should include the best documentation the class and group have gathered in investigating the problem.	<p>WHST.6-8.1 Write arguments focused on <i>discipline-specific content</i>.</p> <p>WHST.6-8.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes</p> <p>WHST. 6-8.4 Produce clear and coherent writing in which</p>

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			<p>the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>WHST.6-8.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p> <p>WHST.6-8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.</p> <p>WHST.6-8.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p> <p>WHST.6-8.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p>WHST.6-8.9 Draw evidence from informational texts to support analysis reflection, and research.</p>
Step 5: Presenting Your Portfolio	50	When your class portfolio is completed, you can present your project before an audience. Your presentation can be made to a three- or four-person panel representing your school	SL.6-8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.

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		<p>and community. These panel members will evaluate your presentation based on the same criteria you used to develop your portfolio.</p>	<p>SL.6-8.2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.</p> <p>SL.6-8.4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>SL.6-8.5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.</p>
<p>Step 6: Reflecting on Your Learning Experience</p>	<p>53</p>	<p>Think about or reflect on experiences you have had or projects you have completed.</p>	<p>WHST.6-8.9 Draw evidence from informational texts to support analysis reflection, and research.</p> <p>WHST.6-8.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>