

Correlation Between “Project Citizen” Program Level 2 and Common Core State Standards for Literacy in History/Social Studies

Project Citizen Level 2	Page Number	Activity Description (Taken directly from Project Citizen Level 2 text)	Corresponding Common Core State Standard for Literacy in History/Social Studies
Step 1: Introduction to Project Citizen	1	This step provides brief descriptions of five concepts useful in describing and understanding the American political system.	<p>RH.11-12.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p>RH.11-12.4 Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalists No. 10)</p>
Step 2: An Introduction to Public Policy	11	This step provides background information that is useful in understanding the meaning of the term “public policy” and the role of public policy in local, state, and national government.	<p>RH.11-12.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p>RH.11-12.4 Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalists No. 10)</p>
Step 3: Identifying Problems to Be Dealt with by Public Policy	23	In this step you will identify a number of problems in your community or state that you think should be dealt with primarily by government or by government and civil society acting cooperatively.	<p>RH.11-12.1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p> <p>RH.11-12.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary</p>

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			<p>that makes clear the relationships among the key details and ideas.</p> <p>RH.11-12.8 Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information.</p> <p>SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.</p>
Step 4: Selecting a Problem or Problems for Your Class to Study	33	In this step your entire class will discuss the problems the study groups have researched. When there is enough information to select a single problem for further study, the class as a whole will be asked to conduct in-depth research into the problem selected.	SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
Step 5: Gathering Information on the	35	In this lesson, you will conduct additional research on the problem your class is	SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-

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<p>Problem You Will Study</p>		<p>studying. You will use a variety of resources including media sources, printed material, the Internet, and individuals with special knowledge related to the problem.</p>	<p>led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>RH.11-12.1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p> <p>WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.</p>
<p>Step 6: Organizing the Information You Have Gathered</p>	<p style="text-align: center;">51</p>	<p>Now the entire class should work together to organize the information recorded.</p>	<p>RH.11-12.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p>RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p> <p>RH.11-12.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an</p>

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			<p>idea or event, noting discrepancies among sources.</p> <p>WHST.11-12.1 Write arguments focused on <i>discipline-specific content</i>.</p> <p>WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively, assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p>WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.</p>
<p>Step 7: Developing a Portfolio to Present Your Research</p>	<p style="text-align: center;">55</p>	<p>You are ready to begin to develop a portfolio. The portfolio should contain two basic elements: a visual display section and a document folder.</p>	<p>WHST.11-12.1 Write arguments focused on <i>discipline-specific content</i>.</p> <p>WHST.11-12.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p> <p>WHST. 11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to</p>

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			<p>task, purpose, and audience.</p> <p>WHST.11.12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>WHST.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p> <p>WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively, assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p>WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.</p>
Step 8: Presenting Your Portfolio in a	73	“When your portfolio is completed, you should prepare to present your work before an	SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-

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Simulated Public Hearing		audience in a simulated public hearing. The way this simulation is structured is similar to the way actual testimony from speakers and expert witnesses is presented in public meetings before committees or boards of legislative and executive branches of government.”	<p>led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> <p>SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p>SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p>
Step 9: Reflecting on Your Experience	77	This step calls upon you to reflect upon and record such learning in a report.	<p>WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>WHST.11-12.10 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>

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