

## GPS Standards for Fort Frederica Lesson

Grades: K-12

Subjects: ELA and Social Studies

### Kindergarten:

#### **ELAKR1 The student demonstrates knowledge of concepts of print. The student**

- a. Recognizes that print and pictures (signs and labels, newspapers, and informational books) can inform, entertain, and persuade.
- b. Demonstrates that print has meaning and represents spoken language in written form.
- c. Tracks text read from left to right and top to bottom.
- d. Distinguishes among written letters, words, and sentences.
- e. Recognizes that sentences in print are made up of separate words.

#### **ELAKW2 The student begins to write in a variety of genres, including narrative, informational, persuasive, and response to literature. The student writes a narrative that:**

- a. Involves one event.
- b. Uses drawings, letters, and phonetically spelled words to describe a personal experience.
- c. Begins to use organizational structures (beginning, middle, end).
- d. May include describing words.
- e. May include a sense of closure.
- f. Includes oral or written prewriting to generate ideas (graphic organizers and pictures).
- g. May include a draft developed from prewriting.

#### **The student produces informational writing that:**

- a. Involves one topic.
- b. Uses drawings, letters, and phonetically spelled words to share information.
- c. Begins to use organizational structures (steps).
- d. May include describing words.
- e. May include a sense of closure.
- f. Includes oral or written pre-writing to generate ideas (graphic organizers and pictures).
- g. May include a draft developed from pre-writing.
- h. May publish a final copy.

#### **The student produces a persuasive piece that:**

- a. States an opinion.
- b. May use words, illustrations, or graphics to support an opinion.
- c. Begins to use formats appropriate to the genre (letter, poster).
- d. May include describing words.
- e. Pre-writes orally or written to generate ideas (graphic organizers and pictures).
- f. May include a draft developed from prewriting.
- g. May include a sense of closure.

#### **The student produces a response to literature that:**

- a. Retells a story orally, through pictures, or in writing.
- b. Makes connections: text-to-self, text-to-text, text- to-world.
- c. Begins to use organizational structures ( beginning, middle, end)
- d. Pre-writes orally or written to generate ideas (graphic organizers, pictures).
- e. May include a draft developed from pre-writing.
- f. May include a sense of closure.

**ELAKLSV1 The student uses oral and visual skills to communicate. The student**

- a. Listens and speaks appropriately with peers and adults.
- b. Follows two-part oral directions.
- c. Repeats auditory sequences (letters, words, numbers, and rhythmic patterns).
- d. Recites short poems, rhymes, songs, and stories with repeated patterns.
- e. Describes people, places, things, locations, and actions.
- f. Increases vocabulary to reflect a growing range of interests and knowledge.
- g. Communicates effectively when relating experiences and retelling stories heard.

**SSKCG2 The student will retell stories that illustrate positive character traits and will explain how the people in the stories show the qualities of honesty, patriotism, loyalty, courtesy, respect, truth, pride, self-control, moderation, and accomplishment.**

**Grade 1:**

**VOCABULARY ELA1R5 The student acquires and uses grade-level words to communicate effectively.**

**The student**

- a. Reads and listens to a variety of texts and uses new words in oral and written language.
- b. Recognizes grade-level words with multiple meanings.
- c. Identifies words that are opposites (antonyms) or have similar meanings (synonyms).

**COMPREHENSION ELA1R6 The student uses a variety of strategies to understand and gain meaning from grade-level text. The student**

- a. Reads and listens to a variety of texts for information and pleasure.
- b. Makes predictions using prior knowledge.
- c. Asks and answers questions about essential narrative elements (e.g., beginning-middle-end, setting, characters, problems, events, resolution) of a read-aloud or independently read text.
- d. Retells stories read independently or with a partner.
- e. Distinguishes fact from fiction in a text.
- f. Makes connections between texts and/or personal experiences.
- g. Identifies the main idea and supporting details of informational text read or heard.
- h. Self-monitors comprehension and rereads when necessary.
- i. Recognizes cause-and-effect relationships in text.
- l. Recognizes plot, setting, and character within texts, and compares and contrasts these elements among texts.

**ELA1W1 The student begins to understand the principles of writing. The student**

- a. Writes texts of a length appropriate to address a topic and tell a story.
- b. Describes an experience in writing.
- c. Rereads writing to self and others, revises to add details, and edits to make corrections.
- d. Prints with appropriate spacing between words and sentences.
- e. Writes in complete sentences with correct subject-verb agreement.
- f. Uses nouns (singular and plural) correctly.
- g. Begins to use personal pronouns (e.g., I, me, we, us) in place of nouns.
- h. Uses singular possessive pronouns.
- i. Begins to write different types of sentences (e.g., simple/compound and declarative/interrogative).
- j. Begins to use common rules of spelling.

- k. Begins to use a variety of resources (picture dictionaries, the Internet, books) and strategies to gather information to write about a topic.
- l. Uses appropriate end punctuation (period and question mark) and correct capitalization of initial words and common proper nouns (e.g., personal names, months).
- m. Uses commas in a series of items.

**ELA1W2 The student writes in a variety of genres, including narrative, informational, persuasive and response to literature. The student will write a narrative that:**

- a. Begins to capture a reader's interest by writing a personal story.
- b. Begins to maintain a focus.
- c. Adds details to expand a story.
- d. Begins to use organizational structures (beginning, middle, end, and sequence of events) and strategies (transition words and time cue words).
- e. Begins to develop characters and setting through dialogue and descriptive adjectives.
- f. Begins to develop a sense of closure.
- g. May include oral or written pre-writing (graphic organizer).
- h. May include a draft that is revised and edited.
- i. May be published.

**The student produces informational writing that:**

- a. Begins to capture a reader's interest.
- b. Stays on one topic and begins to maintain a focus.
- c. Adds details to expand a topic.
- d. Begins to use organizational structures (steps, chronological order) and strategies (description).
- e. Begins to use graphic features (charts, pictures, headings).
- f. Begins to use a variety of resources (picture dictionaries, Internet, books) and strategies to gather information to write about a topic.
- g. Begins to develop a sense of closure.
- h. May include oral or written prewriting (graphic organizers).
- i. May include a draft that is revised and edited.
- j. May be published.

**The student produces a persuasive piece that:**

- a. Captures a reader's interest by stating a position/opinion.
- b. Begins to maintain a focus.
- c. Adds details to support an opinion.
- d. Begins to use formats appropriate to the genre (letter, list of reasons, poster).
- e. May have a sense of closure.
- f. May include oral or written prewriting (graphic organizer).
- g. May include a draft that is revised and edited.
- h. May be published.

**The student produces a response to literature that:**

- a. Captures a reader's interest by stating a position/opinion about a text.
- b. Begins to demonstrate an understanding of the text through oral retelling, pictures, or in writing.
- c. Makes connections: text-to-self, text-to-text, text-to-world.
- d. Begins to use organizational structures (beginning, middle, and end with details from the text).
- e. May have a sense of closure.
- f. May include oral or written prewriting (graphic organizers).
- g. May include a draft that is revised and edited.
- h. May be published.

**ELA1LSV1 The student uses oral and visual strategies to communicate. The student**

- a. Follows three-part oral directions.
- b. Recalls information presented orally.
- c. Responds appropriately to orally presented questions.
- d. Increases vocabulary to reflect a growing range of interests and knowledge.
- e. Communicates effectively when relating experiences and retelling stories read, heard, or viewed.
- f. Uses complete sentences when speaking.

**Grade 2:**

**SS2H1 The student will read about and describe the lives of historical figures in Georgia history.**

- a. Identify the contributions made by these historic figures: James Oglethorpe, Tomochichi, and Mary Musgrove (founding of Georgia); Sequoyah (development of a Cherokee alphabet); Jackie Robinson (sports); Martin Luther King, Jr. (civil rights); Jimmy Carter (leadership and human rights).
- b. Describe how everyday life of these historical figures is similar to and different from everyday life in the present (food, clothing, homes, transportation, communication, recreation, rights, and freedoms).

**SS2H2 The student will describe the Georgia Creek and Cherokee cultures of the past in terms of tools, clothing, homes, ways of making a living, and accomplishments.**

- a. Describe the regions in Georgia where the Creeks and Cherokees lived and how the people used their local resources.
- b. Compare and contrast the Georgia Creek and Cherokee cultures of the past to Georgians today.

**Geographic Understandings SS2G1 The student will locate major topographical features of Georgia and will describe how these features define Georgia's surface.**

- a. Locate all the geographic regions of Georgia: Blue Ridge Mountains, Piedmont, Coastal Plain, Valley and Ridge, and Appalachian Plateau.
- b. Locate the major rivers: Ocmulgee, Oconee, Altamaha, Savannah, St. Mary's, Chattahoochee, and Flint.

**SS2G2 The student will describe the cultural and geographic systems associated with the historical figures in SS2H1 and Georgia's Creeks and Cherokees.**

- a. Identify specific locations significant to the life and times of each historic figure on a political map.
- b. Describe how place (physical and human characteristics) had an impact on the lives of each historic figure.
- c. Describe how each historic figure adapted to and was influenced by his/her environment.
- d. Trace examples of travel and movement of these historic figures and their ideas across time.
- e. Describe how the region in which these historic figures lived affected their lives and compare these regions to the region in which the students live.

**Government/Civic Understandings SS2CG1 The student will define the concept of government and the need for rules and laws.**

**SS2E1 The student will explain that because of scarcity, people must make choices and incur opportunity costs.**

**SS2E2 The student will identify ways in which goods and services are allocated (by price; majority rule; contests; force; sharing; lottery; command; first-come, first-served; personal characteristics; and others).**

**SS2E3 The student will explain that people usually use money to obtain the goods and services they want and explain how money makes trade easier than barter.**

### **Grade 3:**

**ELA3R3 The student uses a variety of strategies to gain meaning from grade-level text. The student**

- a. Reads a variety of texts for information and pleasure.
- b. Makes predictions from text content.
- c. Generates questions before, during, and after reading.
- d. Distinguishes fact from opinion.
- e. Recognizes plot, setting, and character within text, and compares and contrasts these elements between texts..
- f. Makes judgments and inferences about setting, characters, and events and supports them with evidence from the text.
- g. Summarizes text content.
- h. Interprets information from illustrations, diagrams, charts, graphs, and graphic organizers.
- i. Makes connections between texts and/or personal experiences.
- j. Identifies and infers main idea and supporting details.
- k. Self-monitors comprehension to clarify meaning.
- l. Identifies and infers cause-and-effect relationships and draws conclusions.
- m. Recalls explicit facts and infers implicit facts.
- n. Identifies the basic elements of a variety of genres (fiction, non-fiction, drama, and poetry).
- o. Uses titles, tables of contents, and chapter headings to locate information quickly and accurately and to preview text.
- p. Recognizes the author's purpose.
- q. Formulates and defends an opinion about a text.
- r. Applies dictionary, thesaurus, and glossary skills to determine word meanings.

**ELA3W1 The student demonstrates competency in the writing process. The student**

- a. Captures a reader's interest by setting a purpose and developing a point of view.
- b. Begins to select a focus and an organizational pattern based on purpose, genre, expectations, audience, and length.
- c. Writes text of a length appropriate to address the topic or tell the story.
- d. Uses organizational patterns for conveying information (e.g., chronological order, cause and effect, similarity and difference, questions and answers).
- e. Begins to use appropriate structures to ensure coherence (e.g., transition words and phrases, bullets, subheadings, numbering).
- f. Begins to use specific sensory details (e.g., strong verbs, adjectives) to enhance descriptive effect.
- g. Begins to develop characters through action and dialogue.
- h. Begins to use descriptive adjectives and verbs to communicate setting, character, and plot.
- i. Begins to include relevant examples, facts, anecdotes, and details appropriate to the audience.
- j. Uses a variety of resources to research and share information on a topic.
- k. Writes a response to literature that demonstrates understanding of the text, formulates an opinion, and supports a judgment.
- l. Writes a persuasive piece that states a clear position.
- m. Pre-writes to generate ideas, develops a rough draft, rereads to revise, and edits to correct.
- n. Publishes by presenting an edited piece of writing to others.

**ELA3W2 The student writes in a variety of genres, including narrative, informational, persuasive, and response to literature. The student produces a narrative that:**

- a. Captures a reader's interest by writing both personal and fantasy/imaginary stories, setting a purpose, and developing a point of view.
- b. Sustains a focus.
- c. Includes the appropriate purpose, expectations, and length for the audience and genre.
- d. Uses sensory details and other literary language to communicate setting, characters, and plot.
- e. Uses appropriate organizational structures to ensure coherence (well developed beginning, middle, and end, and sequence of events) and strategies (transition words/phrases, time cue words, and sequence of events).
- f. Develops characters through action and dialogue.
- g. Provides a sense of closure.
- h. May include pre-writing.
- i. May include a revised and edited draft.
- j. May be published.

**The student produces informational writing (e.g., procedures, report, correspondence) that:**

- a. Captures a reader's interest by setting a purpose and developing a point of view.
- b. Sustains a focused topic.
- c. Includes the appropriate purpose, expectations, and length for the audience and the genre.
- d. Includes relevant examples, facts, anecdotes, and details.
- e. Uses organizational structures for conveying information (chronological order, cause and effect, similarities and differences, questions and answers).
- f. Uses a variety of resources (encyclopedia, Internet, books) to research and share information on a topic.
- g. Provides a sense of closure.
- h. May include prewriting.
- i. May include a draft that is revised and edited.
- j. May be published.

**The student produces a persuasive piece of writing that:**

- a. Captures a reader's interest by stating a clear position/opinion and developing a point of view.
- b. Sustains a focus.
- c. Includes the appropriate purpose, expectations, and length for audience and the genre.
- d. Adds supportive details throughout the paper that may include relevant examples, facts, and anecdotes.
- e. Uses appropriate organizational structures to ensure coherence (introduction, body, conclusion) and appropriate formats (speech, brochure, advertisement, movie and book reviews).
- f. Provides a sense of closure.
- g. May include pre-writing.
- h. May include a revised and edited draft.
- i. May be published.

**The student produces a response to literature that:**

- a. Captures a reader's interest by developing a point of view.
- b. Demonstrates understanding of the text, formulates an opinion, and supports a judgment.
- c. Makes connections: text-to-self, text-to-text, text-to-world connections using significant details from the reading selection.
- d. Uses appropriate organizational structures to ensure coherence (T-charts, compare and contrast, letter to author, rewrite the ending, beginning, middle, and end with details from the text).
- e. Provides a sense of closure.
- f. May include pre-writing.

g. May include a draft that is revised and edited.

h. May be published.

**ELA3LSV1 The student uses oral and visual strategies to communicate. The student**

a. Adapts oral language to fit the situation by following the rules of conversation with peers and adults.

b. Recalls, interprets, and summarizes information presented orally.

c. Uses oral language for different purposes: to inform, persuade, or entertain.

d. Listens to and views a variety of media to acquire information.

**SS3E3 The student will give examples of interdependence and trade and will explain how voluntary exchange benefits both parties.**

a. Describe the interdependence of consumers and producers of goods and services.

b. Describe how goods and services are allocated by price in the marketplace.

c. Explain that some things are made locally, some elsewhere in the country, and some in other countries.

d. Explain that most countries create their own currency for use as money.

**Grade 4:**

**ELA4R1 The student demonstrates comprehension and shows evidence of a warranted and responsible explanation of a variety of literary and informational texts.**

For literary texts, the student identifies the characteristics of various genres and produces evidence of reading that:

a. Relates theme in works of fiction to personal experience.

b. Identifies and analyzes the elements of plot, character, and setting in stories read, written, viewed, or performed.

c. Identifies the speaker of a poem or story.

d. Identifies sensory details and figurative language.

e. Identifies and shows the relevance of foreshadowing clues.

f. Makes judgments and inferences about setting, characters, and events and supports them with elaborating and convincing evidence from the text.

g. Identifies similarities and differences between the characters or events and theme in a literary work and the actual experiences in an author's life.

h. Identifies themes and lessons in folktales, tall tales, and fables.

i. Identifies rhyme and rhythm, repetition, similes, and sensory images in poems.

For informational texts, the student reads and comprehends in order to develop understanding and expertise and produces evidence of reading that:

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.

**SS4H2 The student will describe European exploration in North America.**

- a. Describe the reasons for, obstacles to, and accomplishments of the Spanish, French, and English explorations of John Cabot, Vasco Nunez Balboa, Juan Ponce de Leon, Christopher Columbus, Henry Hudson, and Jacques Cartier.
- b. Describe examples of cooperation and conflict between Europeans and Native Americans.

**ELA4W1 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 The student demonstrates competence in a variety of genres.**

The student produces a narrative that:

- a. Engages the reader by establishing a context, creating a point of view, and otherwise developing reader interest.
- b. Establishes a plot, setting, and conflict, and/or the significance of events.
- c. Creates an organizing structure.
- d. Includes sensory details and concrete language to develop plot and character.
- e. Excludes extraneous details and inconsistencies.
- f. Develops complex characters through actions describing the motivation of characters and character conversation.
- g. Uses a range of appropriate narrative strategies such as dialogue, tension, or suspense.
- h. Provides a sense of closure to the writing.

The student produces informational writing (e.g., report, procedures, correspondence) that:

- 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.

The student produces a response to literature that:

- a. Engages the reader by establishing a context, creating a speaker's voice, and otherwise developing reader interest.
- b. Advances a judgment that is interpretive, evaluative, or reflective.
- c. Supports judgments through references to the text, other works, authors, or non-print media, or references to personal knowledge.
- d. Demonstrates an understanding of the literary work (e.g., a summary that contains the main idea and most significant details of the reading selection).
- e. Excludes extraneous details and inappropriate information.
- f. Provides a sense of closure to the writing.



The student produces a persuasive essay that:

- a. Engages the reader by establishing a context, creating a speaker's voice, and otherwise developing reader interest.
- b. States a clear position.

**ELA4W3 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, indices, glossaries, and tables 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 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.

**SS4H3 The student will explain the factors that shaped British colonial America.**

- a. Compare and contrast life in the New England, Mid-Atlantic, and Southern colonies.
- b. Describe colonial life in America as experienced by various people, including large landowners, farmers, artisans, women, indentured servants, slaves, and Native Americans.

**SS4G2 The student will describe how physical systems affect human systems.**

- a. Explain why each of the native American groups (SS4H1a) occupied the areas they did, with emphasis on why some developed permanent villages and others did not.
- b. Describe how the early explorers (SS4H2a) adapted, or failed to adapt, to the various physical environments in which they traveled.
- c. Explain how the physical geography of each colony helped determine economic activities practiced therein.
- d. Explain how each force (American and British) attempted to use the physical geography of each battle site to its benefit (SS4H4c).
- e. Describe physical barriers that hindered and physical gateways that benefited territorial expansion from 1801 to 1861 (SS4H6a).

**SS4E1 The student will use the basic economic concepts of trade, opportunity cost, specialization, voluntary exchange, productivity, and price incentives to illustrate historical events.**

- a. Describe opportunity costs and their relationship to decision-making across time (such as decisions to send expeditions to the New World).
- b. Explain how price incentives affect people's behavior and choices (such as colonial decisions about what crops to grow and products to produce).
- c. Describe how specialization improves standards of living (such as how specific economies in the three colonial regions developed).
- d. Explain how voluntary exchange helps both buyers and sellers (such as prehistoric and colonial trade in North America).

## Grade 5:

**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).

**ELA5W2 The student demonstrates competence in a variety of genres.**

The student produces a narrative that:

- a. Engages the reader by establishing a context, creating a point of view, and otherwise developing reader interest.
- b. Establishes a plot, point of view, setting, and conflict, and/or the significance of events.
- c. Creates an organizing structure.
- d. Includes sensory details and concrete language to develop plot and character.
- e. Excludes extraneous details and inconsistencies.
- f. Develops complex characters through actions describing the motivation of characters and character conversation.
- g. Uses a range of appropriate narrative strategies such as flashback, foreshadowing, dialogue, tension, or suspense.
- h. Provides a sense of closure to the writing.
- i. Lifts the level of language using appropriate strategies including word choice.

The student produces informational writing (e.g., report, procedures, correspondence) that:

- a. Engages the reader by establishing a context, creating a speaker's voice, and otherwise developing reader interest.
- b. Develops a controlling idea that conveys a perspective on a subject.
- 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.
- i. Lifts the level of language using appropriate strategies including word choice.

The student produces a response to literature that:

- a. Engages the reader by establishing a context, creating a speaker's voice, and otherwise developing reader interest.
- b. Advances a judgment that is interpretive, evaluative, or reflective.
- c. Supports judgments through references to the text, other works, authors, or non-print media, or references to personal knowledge.
- d. Develops interpretations that exhibit careful reading and demonstrate an understanding of the literary work.
- e. Excludes extraneous details and inappropriate information.
- f. Provides a sense of closure to the writing.
- g. Lifts the level of language using appropriate strategies including word choice.

The student produces a persuasive essay that:

- a. Engages the reader by establishing a context, creating a speaker's voice, and otherwise developing reader interest.
- b. States a clear position in support of a proposal.
- c. Supports a position with relevant evidence.
- d. Creates an organizing structure appropriate to a specific purpose, audience, and context.
- e. Addresses reader concerns.
- f. Excludes extraneous details and inappropriate information.
- g. Provides a sense of closure to the writing.
- h. Raises the level of language using appropriate strategies (word choice).

**ELA5W3 The student uses research and technology to support writing. The student**

- a. Acknowledges information from sources.
- b. Uses organizational features of printed text (i.e., citations, end notes, bibliographic references, appendices) to locate relevant information.
- c. Uses various reference materials (i.e., dictionary, thesaurus, encyclopedia, electronic information, almanac, atlas, magazines, newspapers) as aids to writing.
- d. Uses the features of texts (e.g., index, table of contents, guide words, alphabetical/numerical order) to obtain and organize information and thoughts.
- e. Demonstrates basic keyboarding skills and familiarity with computer terminology (e.g., software, memory, disk drive, hard drive).
- f. Creates simple documents by using electronic media and employing organizational features (e.g., passwords, entry and pull-down menus, word searches, thesaurus, spell check).
- g. Uses a thesaurus to identify alternative word choices and meanings.

**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 manuscripts to improve the meaning and focus of writing by adding, deleting, consolidating, clarifying, and rearranging words and sentences.
- c. Edits to correct errors in spelling, punctuation, etc.

**ELA5LSV1 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.

**ELA5LSV2 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.**

When responding to visual and oral texts and media (e.g., television, radio, film productions, and electronic media), the student:

- 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 media provide a source of entertainment as well as a source of information.

When delivering or responding to presentations, the student:

- a. Shapes information to achieve a particular purpose and to appeal to the interests and background knowledge of audience members.
- b. Uses notes, multimedia, or other memory aids to structure the presentation.
- c. Engages the audience with appropriate verbal cues and eye contact.
- d. Projects a sense of individuality and personality in selecting and organizing content and in delivery.
- e. Shapes content and organization according to criteria for importance and impact rather than according to availability of information in resource materials.
- f. Uses technology or other memory aids to structure the presentation.

**Grade 6:**

**ELA6RC4 The student establishes a context for information acquired by reading across subject areas. The student**

- a. Explores life experiences related to subject area content.
- b. Discusses in both writing and speaking how certain words and concepts relate to multiple subjects.
- c. Determines strategies for finding content and contextual meaning for unfamiliar words or concepts.

**ELA6W1 The student produces writing that establishes an appropriate organizational structure, sets a context and engages the reader, maintains a coherent focus throughout, and provides 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).

**ELA6W2 The student demonstrates competence in a variety of genres.**

The student produces a narrative (fictional, personal) that:

- a. Engages readers by establishing and developing a plot, setting, and point of view that are appropriate to the story (e.g., varied beginnings, standard plot line, cohesive devices).
- b. Creates an organizing structure appropriate to purpose, audience, and context.

- c. Includes sensory details and concrete language to develop plot, setting, and character (e.g., vivid verbs, descriptive adjectives, and varied sentence structures).
- d. Uses a range of strategies (e.g., suspense, figurative language, dialogue, expanded vocabulary, movement, gestures, expressions).
- e. Excludes extraneous details and inconsistencies.
- f. Provides a sense of closure appropriate to the writing.

The student produces writing (multi-paragraph expository composition such as description, explanation, comparison and contrast, or problem and solution) that:

- a. Engages the reader by establishing a context, creating a speaker's voice, and otherwise developing reader interest.
- b. Establishes a statement as the main idea or topic sentence.
- c. Develops a controlling idea that conveys a perspective on the subject.
- d. Creates an organizing structure appropriate to purpose, audience, and context.
- e. Develops the topic with supporting details.
- f. Excludes extraneous and inappropriate information.
- g. Follows an organizational pattern appropriate to the type of composition.
- h. Concludes with a detailed summary linked to the purpose of the composition.

The student produces technical writing (friendly letters, thank-you notes, formula poems, instructions) that:

- a. Creates or follows an organizing structure appropriate to purpose, audience, and context.
- b. Excludes extraneous and inappropriate information.
- c. Follows an organizational pattern appropriate to the type of composition.
- d. Applies rules of Standard English.

The student produces a response to literature that:

- a. Engages the reader by establishing a context, creating a speaker's voice, and otherwise developing reader interest.
- b. Demonstrates an understanding of the literary work.
- c. Advances a judgment that is interpretive, analytic, evaluative, or reflective.
- d. Organizes an interpretation around several clear ideas, premises, or images.
- e. Supports a judgment through references to the text.
- f. Provides a sense of closure to the writing.

The student produces a multi-paragraph persuasive essay that:

- a. Engages the reader by establishing a context, creating a speaker's voice, and otherwise developing reader interest.
- b. States a clear position of a proposition or proposal.
- c. Supports the position with organized and relevant evidence.
- d. Excludes information and arguments that are irrelevant.
- e. Creates an organizing structure appropriate to a specific purpose, audience, and context.
- f. Anticipates and addresses readers' concerns and counter-arguments.
- g. Provides a sense of closure to the writing.

**ELA6W3 The student uses research and technology to support writing. The student**

- a. Uses organizational features of electronic text (e.g., bulletin boards, databases, keyword searches, e-mail addresses) to locate relevant information.
- b. Includes researched information in different types of products (e.g., compositions, multimedia presentations, graphic organizers, projects, etc.).
- c. Cites references.

**ELA6W4 The student consistently uses the writing process to develop, revise, and evaluate writing. The student**

- a. Plans and drafts independently and resourcefully.
- b. Revises manuscripts to improve the organization and consistency of ideas within and between paragraphs.
- c. Edits to correct errors in spelling, punctuation, etc.

**ELA6LSV1 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 being 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. Writes a response to/reflection of interactions with others.

**ELA6LSV2 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.**

When responding to visual and oral texts and media (e.g., television, radio, film productions, and electronic media), the student:

- a. Identifies persuasive and propaganda techniques used in media and identifies false and misleading information.
- b. Identifies the tone, mood, and emotion conveyed in the oral communication.

When delivering or responding to presentations, the student:

- a. Gives oral presentations or dramatic interpretations for various purposes.
- b. Shows appropriate changes in delivery (e.g., gestures, vocabulary, pace, visuals).
- c. Uses language for dramatic effect.
- d. Uses rubrics as assessment tools.
- e. Uses electronic media for presentations.

**SS6H6 The student will analyze the impact of European exploration and colonization on various world regions.**

- a. Identify the causes of European exploration and colonization; include religion, natural resources, a market for goods, and the contributions of Prince Henry the Navigator.
- b. Trace the empires of Portugal, Spain, England, and France in Asia, Africa, and the Americas.

## **Grade 7:**

### **ELA7RC2 The student participates in discussions related to curricular learning in all subject areas. The student**

- a. Identifies messages and themes from books in all subject areas.
- b. Responds to a variety of texts in multiple modes of discourse.
- c. Relates messages and themes from one subject area to those in another area.
- d. Evaluates the merits of texts in every subject discipline.
- e. Examines the author's purpose in writing.
- f. Recognizes and uses the features of disciplinary texts (e.g., charts, graphs, photos, maps, highlighted vocabulary).

### **ELA7RC3 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.

### **ELA7RC4 The student establishes a context for information acquired by reading across subject areas. The student**

- a. Explores life experiences related to subject area content.
- b. Discusses in both writing and speaking how certain words and concepts relate to multiple subjects.
- c. Determines strategies for finding content and contextual meaning for unfamiliar words or concepts.

### **ELA7W1 The student produces writing that establishes an appropriate organizational structure, sets a context and engages the reader, maintains a coherent focus throughout, and provides 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).
- e. Supports statements and claims with anecdotes, descriptions, facts and statistics, and specific examples.

### **ELA7W2 The student demonstrates competence in a variety of genres.**

The student produces a narrative (fictional, personal, experiential) that:

- a. Engages readers by establishing and developing a plot, setting, and point of view that are appropriate to the story (e.g., varied beginnings, standard plot line, cohesive devices, and a sharpened focus).
- b. Creates an organizing structure appropriate to purpose, audience, and context.
- c. Develops characters using standard methods of characterization.
- d. Includes sensory details and concrete language to develop plot, setting, and character (e.g., vivid verbs, descriptive adjectives, and varied sentence structures).
- e. Excludes extraneous details and inconsistencies.
- f. Uses a range of strategies (e.g., suspense, figurative language, dialogue, expanded vocabulary, flashback, movement, gestures, expressions, tone, and mood).
- g. Provides a sense of closure to the writing.

The student produces writing (multi-paragraph expository composition such as description, explanation, comparison and contrast, or problem and solution) that:

- a. Engages the reader by establishing a context, creating a speaker's voice, and otherwise developing reader interest.
- b. Develops a controlling idea that conveys a perspective on the subject.
- c. Creates an organizing structure appropriate to purpose, audience, and context.
- d. Develops the topic with supporting details.
- e. Excludes extraneous and inappropriate information.
- f. Follows an organizational pattern appropriate to the type of composition.
- g. Concludes with a detailed summary linked to the purpose of the composition.

The student produces technical writing (business correspondence: memoranda, emails, letters of inquiry, letters of complaint, instructions and procedures, lab reports, slide presentations) that:

- a. Creates or follows an organizing structure appropriate to purpose, audience, and context.
- b. Excludes extraneous and inappropriate information.
- c. Follows an organizational pattern appropriate to the type of composition.
- d. Applies rules of Standard English.

The student produces a response to literature that:

- a. Engages the reader by establishing a context, creating a speaker's voice, or otherwise developing reader interest.
- b. Demonstrates an understanding of the literary work.
- c. Organizes an interpretation around several clear ideas, premises, or images from the original work.
- d. Supports a judgment through references to the text and personal knowledge.
- e. Justifies interpretations through sustained use of examples and textual evidence from the literary work.
- f. Provides a sense of closure to the writing.

The student produces a multi-paragraph persuasive essay that:

- 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. Describes the points in support of the proposition, employing well-articulated, relevant evidence.
- d. Excludes information and arguments that are irrelevant.
- e. Creates an organizing structure appropriate to a specific purpose, audience, and context.
- f. Anticipates and addresses readers' concerns and counter-arguments.
- g. Provides a sense of closure to the writing.

**ELA7W3 The student uses research and technology to support writing. The student**

- a. Identifies topics, asks and evaluates questions, and develops ideas leading to inquiry, investigation, and research.
- b. Gives credit for both quoted and paraphrased information in a bibliography by using a consistent and sanctioned format and methodology for citations.
- c. Includes researched information in different types of products (e.g., compositions, multimedia presentations, graphic organizers, projects, etc.).
- d. Documents sources.
- e. Uses electronic media to locate relevant information.



**ELA7W4 The student consistently uses the writing process to develop, revise, and evaluate writing. The student**

- a. Plans and drafts independently and resourcefully.
- b. Uses strategies of note taking, outlining, and summarizing to impose structure on composition drafts.
- c. Revises manuscripts to improve the organization and consistency of ideas within and between paragraphs.
- d. Edits writing to improve word choice after checking the precision of the vocabulary.

**ELA7LSV1 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 an outline that highlights the important issues discussed.

**ELA7LSV2 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.**

When responding to visual and oral texts and media (e.g., television, radio, film productions, and electronic media), the student:

- a. Analyzes the effect on the viewer of image, text, and sound in electronic journalism.
- b. Identifies the techniques used to achieve the effects studied in each instance.

When delivering and responding to presentations, the student:

- a. Gives oral presentations or dramatic interpretations for various purposes.
- b. Organizes information to achieve particular purposes and to appeal to the background and interests of the audience.
- c. Shows appropriate changes in delivery (e.g., gestures, vocabulary, pace, visuals).
- d. Uses language for dramatic effect.
- e. Uses rubrics as assessment tools.
- f. Responds to oral communications with questions, challenges, or affirmations.
- g. Uses multimedia in presentations.

## **Grade 8:**

**SS8H1 The student will evaluate the development of Native American cultures and the impact of European exploration and settlement on the Native American cultures in Georgia.**

- a. Describe the evolution of Native American cultures (Paleo, Archaic, Woodland, and Mississippian) prior to European contact.
- b. Evaluate the impact of European contact on Native American cultures; include Spanish missions along the barrier islands, and the explorations of Hernando DeSoto.
- c. Explain reasons for European exploration and settlement of North America, with emphasis on the interests of the French, Spanish, and British in the southeastern area.

**SS8H2 The student will analyze the colonial period of Georgia's history.**

- a. Explain the importance of James Oglethorpe, the Charter of 1732, reasons for settlement (charity, economics, and defense), Tomochichi, Mary Musgrove, and the city of Savannah.
- b. Evaluate the Trustee Period of Georgia's colonial history, emphasizing the role of the Salzburgers, Highland Scots, malcontents, and the Spanish threat from Florida.
- c. Explain the development of Georgia as a royal colony with regard to land ownership, slavery, government, and the impact of the royal governors.

**SS8G1 The student will describe Georgia with regard to physical features and location.**

- a. Locate Georgia in relation to region, nation, continent, and hemispheres.
- b. Describe the five geographic regions of Georgia; include the Blue Ridge Mountains, Valley and Ridge, Appalachian Plateau, Piedmont, and Coastal Plain.
- c. Locate and evaluate the importance of key physical features on the development of Georgia; include the Fall Line, Okefenokee Swamp, Appalachian Mountains, Chattahoochee and Savannah Rivers, and barrier islands.
- d. Evaluate the impact of climate on Georgia's development.

**SS8E1 The student will give examples of the kinds of goods and services produced in Georgia in different historical periods.**

**SS8E2 The student will explain the benefits of free trade.**

- a. Describe how Georgians have engaged in trade in different historical time periods.

## **Grades 9-12:**

**ELA9RL1 The student demonstrates comprehension by identifying evidence (i.e., examples of diction, imagery, point of view, figurative language, symbolism, plot events and main ideas) in a variety of texts representative of different genres (i.e., poetry, prose [short story, novel, essay, editorial, biography], and drama) and using this evidence as the basis for interpretation.**

The student identifies, analyzes, and applies knowledge of the structures and elements of fiction and provides evidence from the text to support understanding; the student:

- a. Locates and analyzes such elements in fiction as language (i.e., diction, imagery, symbolism, figurative language), character development, setting and mood, point of view, foreshadowing, and irony.
- b. Identifies and analyzes patterns of imagery or symbolism.
- c. Relates identified elements in fiction to theme or underlying meaning.

The student identifies, analyzes, and applies knowledge of the purpose, structure, and elements of nonfiction and/or informational materials and provides evidence from the text to support understanding; the student:

- a. Analyzes and applies knowledge of the characteristics of memoir, biography, and/or autobiography.
- b. Analyzes and explains the purpose, structure, and elements of nonfiction works, including memoir, biography, and autobiography.
- c. Analyzes and evaluates the effects of language (i.e., diction, imagery, symbolism, figurative language), structure, point of view, and selection of details in memoir, biography, and/or autobiography.

**Sample Task for ELA9RL3 (see also ELARL5)**

The student researches the life of a particular person as it is represented in a variety of texts (e.g., diaries, newspaper or periodical articles written during the person’s lifetime, history books, memoirs, autobiographies, and biographies), and

- a. constructs a chart or table comparing and contrasting the representation of single events or experiences in different sources;
- b. identifies the purpose of the different texts (i.e., diary to record personal memories and impressions of events; biography to revere and honor accomplishments OR to expose shortcomings or vilify accomplishments, etc.) and analyzes and evaluates
  - i. the ways language is used to accomplish these purposes;
  - ii. the way the order of events or structure of the text is used to accomplish these purposes;
- iii. the inclusion or exclusion of particular events from a text and the way this affects the purpose of the text.

**ELAALRL3 The student deepens understanding of literary works by relating them to their contemporary context or historical background, as well as to works from other time periods.**

The student relates a literary work to primary source documents of its literary period or historical setting; the student:

- a. Relates a literary work to the seminal ideas of the time in which it is set or the time of its composition.
  - i. Native American literature
- ii. Colonial/Revolutionary/National literature

**SSUSH1 The student will describe European settlement in North America during the 17th century.**

**SSUSH2 The student will trace the ways that the economy and society of British North America developed.**

- a. Explain the development of mercantilism and the trans-Atlantic trade.

**SSEF1 The student will explain why limited productive resources and unlimited wants result in scarcity, opportunity costs, and tradeoffs for individuals, businesses, and governments.**

- a. Define scarcity as a basic condition that exists when unlimited wants exceed limited productive resources.
- b. Define and give examples of productive resources (e.g., land (natural), labor (human), capital (capital goods), entrepreneurship).
- c. List a variety of strategies for allocating scarce resources.
- d. Define opportunity cost as the next best alternative given up when individuals, businesses, and governments confront scarcity by making choices.

**SSSocC1: Students will explain the development and importance of culture.**

- a. Describe how culture is a social construction.
- b. Identify the basic characteristics of culture.
- c. Explain the importance of culture as an organizing tool in society.
- d. Describe the components of culture to include language, symbols, norms, and values.

**SSSocC2: Students will evaluate how cultures develop and evolve.**

- a. Explain cultural change and diversity include ethnocentrism, cultural relevance, folk culture, pop culture, counterculture, subculture, and culture shock.
- b. Compare material and non-material culture.
- c. Analyze the impact of globalization on US and other world cultures.

**SSSocC3: Students will analyze social structure and interaction within society.**

- a. Explain the components of social structure; include status, role and social institutions.
- b. Describe and compare various types of societies.
- c. Categorize groups within a society by comparing primary and secondary groups, in and out groups, reference groups, and social networks.
- d. Analyze the components, varieties, and functions of group dynamics; include such factors as group size, leadership and authority, and such processes as bystander effect and groupthink.
- e. Analyze the strengths and weaknesses of formal organizations and bureaucracies.

**Socialization and Social Control SSSocSC1: Students will explain the process of socialization.**

- a. Identify and describes the roles and responsibilities of an individual in society.

**SSWG1 The student will explain the physical aspects of geography.**

- a. Describe the concept of place by explaining how physical characteristics such as landforms, bodies of water, climate, soils, natural vegetation, and animal life are used to describe a place.
- b. Explain how human characteristics, such as population settlement patterns, and human activities, such as agriculture and industry, can describe a place.
- c. Analyze the interrelationship between physical and human characteristics of a place.

**SSWG2 The student will explain the cultural aspects of geography.**

- a. Describe the concept of place by explaining how the culture of a region is a product of the region's physical characteristics.
- b. Explain how cultural characteristics of a place can be used to describe a place.
- c. Analyze how physical factors such as mountains, climate, and bodies of water interact with the people of a region to produce a distinctive culture.
- d. Explain how the development of customs and traditions help to define a culture and a people.