Grade 6

Project Citizen Steps Correlation to Tennessee State Standards in Social Studies, Science, English/Language Arts, and Mathematics

Grade 6: Social Studies/Governance and Civics

6.1 Social Studies/Culture

Culture encompasses similarities and differences among people including their beliefs, knowledge, changes, values, and traditions. Students will explore these elements of society to develop an appreciation and respect for the variety of human cultures.

6.2 Social Studies/Economics

Globalization of the economy, the explosion of population growth, technological changes and international competition compel students to understand, both personally and globally, production, distribution, and consumption of goods and services. Students will examine and analyze economic concepts such as basic needs versus wants, using versus saving money, and policy making versus decision making.

6.3 Social Studies/Geography

Geography enables the studies to see, understand and appreciate the web of relationships among people, places, and environments. Students will use the knowledge, skills, and understanding of concepts within the six essential elements of geography: world in spatial terms, places and regions, physical systems, human systems, environment and society, and the uses of geography.

6.4 Social Studies/Governance and Civics

Governance establishes structures of power and authority in order to provide order and stability. Civic efficacy requires understanding rights and responsibilities, ethical behavior, and the role citizens within their community, nation, and world.

Project Citizen Steps 2008 edition	Subject Area Standard TN State Performance Indicators (SPI)	National Standards for Civics & Government
Step 1 – Identifying public policy problems in your community The skills of defining, identifying, comparing and analyzing are part of every Project Citizen project. In specific projects (e.g., immigration, school related problems), culture may well be part of the project through the need to consider cultural values. Problems chosen by the class often times depend on the climate of the school and (or) community.	6.1.01 Understand the nature and complexity of culture. • Define the basic components of culture. • Identify how communities reflect the cultural background of their inhabitants. • Compare how cultures differ in their use of similar environments and resources • Analyze how human migration and cultural activities influence the character of a place.	*NSS-C.5-8.2 Foundations Of The Political System* What are the Foundations of the American Political System? *NSS-C.5-8.3 Principles of Democracy* How does the government established by the Constitution embody the purposes, values, and principles of American Democracy?
Step 2 - Selecting a problem for class study Projects completed by some Tennessee classes have dealt with traffic flow and the environment, both of which would include the named relationships and technology.	6.1.03 Appreciate the relationship between physical environments and culture. • Identify characteristics of a physical environment that contribute to the growth and development of a culture. • Evaluate the effect of technology on a culture. • Explain why individuals and groups respond differently to their physical and social environments.	

Sample Classroom Applications	Sample Resources
Need it, want it: How individuals and groups interact. Introduction to Public Policy: Define Public policy. Using newspapers to introduce Public Policy. The policymaking process Introducing policymakers	TCCL· nb p. 172; cd p. 188 What is Public Policy? Student handout 1 found on p. 86 of T. E. What is and What is not Public Policy? Student Handout 2 p. 87 of T.E. T.E. Appendix H - Student handout 3. T.E. Appendix H - Student handout 4B
Town Message Board: How Groups Work Cooperatively Step 1 Identifying Public Policy Problems in Your Community Discuss with students what they know about problems in communities.	TCCL nb p. 175; cd p. 201* Project Citizen guide: Homework or class assignments p. 7- 10 of student book. Additional teaching tips p. 13-14 of T.E.
Government Models/Manipulations: Understanding the levels and branches of government and the responsibilities of each. Step 2 Selecting A Problem For Class Study Lead a discussion about what students learned from their work in step 1. Class Consensus	TCCL nb p. 372; cd p. 401 Suggested questions on p. 15 of T.E. Project Citizen Student Book p. 11; T.E. p. 16-18 Teaching Tips p. 19-20.
Step 3 Gathering Information on The Problem Your Class Will Study Identify sources of information Guidelines for obtaining and documenting information	Student Book p. 18-20, T.E. 21-22 Teaching Tips p. 23-25. Student Book p. 23-27
Step 4 Developing a Class Portfolio Divide the class into portfolio groups. Tasks and specifications for the portfolio	See T.E. p. 27 for ideas. Additional help and guidelines found on pages 50-53 (Appendix C) Portfolio Criteria Checklist T.E. p. 82-83. Student Book p. 29-34 Student Book p. 38-47 gives each portfolio group the specifics of how to design the portfolio and the information needed in their section of the portfolio. Constitutional Opinion Form pages 44-45 of Student Book (Portfolio group three) Teaching Tips pages 31-32 of T.E.

Grade 6: Social Studies/Governance and Civics

Project Citizen Steps 2008 edition	Subject Area Standard TN State Performance Indicators (SPI)	National Standards for Civics & Government
Step 1 – Cultural diversity can be the root of misunderstanding issues and community problems. Step 2 – Selecting a problem for class study Students will present and discuss the problems they have identified and then select one problem for the class project.	6.1.04 Recognize how cultural and individual's perception affect places and regions. • Explain how information and experiences may be interpreted differently from people of diverse cultural perspectives and frames of reference. • Describe instances in which language, art, music, belief systems, and other cultural elements can facilitate understanding or cause misunderstanding.	
Step 4 Examining alternative policies p. 24 Many projects will cover topics that cause students to differentiate what they/their community/state/nation may want and what it needs to function efficiently. Students will learn how governmental agencies allocate funds.	6.2.03 Understanding the potential costs and benefits of individual economic choices. • Differentiate between needs and wants. • Analyze how supply demand, and change in technologies impact the cost for goods and services. • Evaluate relationship of creditors and debtors.	*NSS.EC.5-8.2 Marginal Cost/Benefit* *NSS.EC. 5-8.3 Allocation of Goods and Services* *NSS.EC. 5-8.16 Role of Government* *NSS.EC. 5-8.17 Using Cost/Benefit Analysis to Evaluate Government Programs*
Step 4 - Developing a class portfolio p. 28 Maps and mapping may be used as part of the information gathered or used to document information. Maps, graphs and charts are part of all portfolios. Graphic presentations are part of the action plan.	6.3.01 Understand the characteristics and uses of maps. • Use the basic elements of maps and mapping. • Identify the locations of certain physical and human features and events on maps and globes.	*NSS-G.K-12.1 The World in Spatial Terms* *NSS-G.K-12.2 Places and Regions*

Sample Classroom Applications	Sample Resources
Young Politicians of America: A forum to discuss issues that concern young people. Interactive: The role of Congress, its powers and impact. Step 5 Presenting Your Portfolio	Http://www.ypa.org http://congress.indiana.edu Goals and guidelines p. 33-35 T.E. Student Book p. 50-52.
Step 6 Reflecting On Your Learning Experience	T.E. p. 38-39; Student Book p. 53-55.
***Power point presentations and lesson plans can be found on the Center for Civic Education website	http://www.civiced.org
The Tennessee Academic Vocabulary List for Social Studies includes several terms that are used with Project Citizen.	
* TCCL nb/cd– *TN Cross-Curricular Learning* available as a notebook or as a cd; page numbers are not identical in the two formats.	

Grade 6: Social Studies / Governance and Civics

Project Citizen Steps 2008 edition	Subject Area Standard TN State Performance Indicators (SPI)	National Standards For Civics & Government
Developing the portfolio Certain projects would require study of landforms, climate, water, resources and human characteristics in students' own community or state.	6.3.02 Know the location of places and geographic features, both physical and human. • Identify the location of earth's major landforms such as continents, islands, and mountain ranges, and major bodies of water such as the oceans, seas, rivers, and gulfs. • Describe the location of major physical characteristics such as landforms, climate, soils, water, features, vegetation, resources, and animal life, and human characteristics such as language groups, religions, political systems, economics systems, and population centers in the world. • Explain how and why the location of geographic features both physical and human in the world change over time and space.	*NSS-G.K-12.5 Environment and Society* *NSS-G.K-12.6 The Uses of Geography*
Step 1 – Identifying public policy problems in your community An environmental project or one involving construction or infrastructure would cover place characteristics.	6.3.04 Understand the physical and human characteristics of place. • Describe how physical and human processes shape the characteristics of a place. • Explain how technology shapes the physical and human characteristics of places. • Explain why places have specific physical and human characteristics in different parts of the world.	

Sample Classroom Applications	Sample Resources

Grade 6: Social Studies / Governance and Civics

Project Citizen Steps 2008 edition	Subject Area Standard TN State Performance Indicators (SPI)	National Standards For Civics & Government
Pre-Project Citizen Preparation Step 1 – Identifying public policy problems in your community. Students will realize how laws affect their community Step 4 - Developing a class portfolio Students will need to identify levels of government and describe their purposes.	6.4.01 Explain the development of people's need to belong and organize into a system of governance. • Identify informal and formal forms of governance. • Describe the purpose of governance and how its powers are acquired, used and justified. • Analyze the necessity of establishing and enforcing the rule of law. • Originate models of lower to higher forms of social and political orders.	*NSS - 6.4 Civic Life, Politics And Government* *NSS – 6.4 Foundations Of The Political System* *NSS – 6.4 Principles Of Democracy* *NSS – 6.4 Other Nations And World Affairs* *NSS – 6.4Roles Of The Citizen*
Step 1 - Identifying public problems in your community. Step 3 - Gathering Information	6.4.02 Describe the purposes and structure of governments. • Identify written laws handed down from ancient civilizations. • Explore the development of citizenship and government in ancient civilizations. • Explain and apply concepts such as power, role, status, justice and influence to the examination of persistent issues and social problems. • Recognize the relationship between a place's physical, political, and cultural characteristics and the type of government that emerges in that place.	

Sample Classroom Applications	Sample Resources

Grade 6: Social Studies / Governance and Civics

Project Citizen Steps 2008 edition	Subject Area Standard TN State Performance Indicators (SPI)	National Standards for Civics & Government
This board statement encompasses all steps of Project Citizen. Step 3 - Gathering Information Students will use this information in applying research to their problem. Step 1 - Identifying Public Policy problems in your community. Students will learn that conflict initiates change.	6.4.03 Identify how cooperation and conflict among people influence the division and control resources, rights, and privileges. • Identify natural resources that are necessary to the survival of a civilization. • Differentiate between rights and privileges of the individual. • Consider how cooperation and conflict affects the dissemination of resources, rights and privileges.	
At the completion of Project Citizen, students will have experienced the following: • Exercised their rights as citizen. • Learned the responsibilities of public officials. • Learned the purposes of democratic government. • Learned the organization and procedures of government. • Learned the role of civil society.		

Sample Classroom Applications	Sample Resources

Grade 6: Science

Project Citizen Steps 2008 edition	2009 Subject Area Standards TN State Performance Indicators (GLE/SPI)*		National Science Education Standards
1. Pages 10-16 Identifying Public Policy Problems In Your Community	**GLE: 0607. Inq. 1 0607. Inq. 2 0607. Inq. 3 0607. Inq. 4**	**SPI 0607. Inq. 6. 1 SPI 0607. Inq. 6.2 SPI 0607. Inq. 6.4**	**CONTENT STANDARD A:** **As a result of activities in grades 5-8, all students should develop** • Abilities necessary to do scientific inquiry • Understandings about scientific inquiry
2. Page 17 Selecting a Problem for Class Study	**GLE: 0607. Inq. 1 0607. Inq. 2 0607. Inq. 3 0607. Inq. 4**	**SPI 0607. Inq. 6.1 SPI 0607. Inq. 6.2 SPI 0607. Inq. 6.3**	**CONTENT STANDARD E:** **As a result of activities in grades 5-8, all students should develop** • Abilities of technological design • Understandings about science and technology
3. Pages 18-27 Gathering Information on the Problem Your Class Will Study	**GLE: 0607. Inq. 2 0607. Inq. 3 0607. Inq. 4 0607. T/E.1**	**SPI 0607. Inq. 6.2 SPI 0607. Inq. 6.3 SPI 0607. Inq. 6.4 SPI 0607. Inq. 6.5**	**CONTENT STANDARD F:** **As a result of activities in grades 5-8, all students should develop understanding of** • Personal health • Populations, resources, and environments • Natural hazards • Risks and benefits • Science and technology in society
4. Pages 28-49 Developing a Class Portfolio	**GLE: 0607. Inq. 2 0607. Inq. 3 0607. Inq. 4 0607. Inq. 5 0607. T/E.2**	**SPI 0607. Inq. 6. 3 SPI 0607. Inq. 6.4 SPI 0607. Inq. 6.5**	**CONTENT STANDARD G:** **As a result of activities in grades 5-8, all students should develop understanding of** • Science as a human endeavor • Nature of science
5. Pages 50-52 Presenting Your Portfolio	**GLE: 0607. Inq. 5**	**SPI 0607. Inq. 6.4 SPI 0607. Inq. 6.5**	History of science
6. Pages 53-55 Reflecting on Your Learning Experience	**GLE: 0607. Inq. 4 0607. Inq. 5**		
	*legend for GLEs and SPIs		

Sample Classroom Applications	Sample Resources
The following is a SAMPLE project to show how Project Citizen steps can be implemented: A project on the use of Styrofoam in the school cafeteria would cover the following content standards: **GLE 0607.8.3** Draw conclusions from data about interactions between the biotic and abiotic elements of a particular environment. **GLE 0607.8.2** Describe how materials and energy move through an ecosystem. **GLE 0607.8.4** Analyze the environments and the interdependence among organisms found in the world's major biomes. (Step 1) Brainstorm ideas of issues/problems around your school/community. Decide which problems involve public policy. (Step 2) Create a chart with advantages and disadvantages of each issue/problem. Select the problem. (In this example students select the use of Styrofoam trays in the lunchroom.) Develop a hypothesis. (Step 3) Determine the amount of Styrofoam used in your school or community. Weight of trays times number of students eating. Research the effects of Styrofoam on the environment and on health of students. Develop experiments to test effectiveness of Styrofoam (insulation, leaking, etc.) Research alternative products. Conduct interviews to find out why school uses Styrofoam (cafeteria manager, school system nutrition specialist, etc.). (Step 4) Develop your class portfolio. Divide students into four groups. Each group should develop their section of the portfolio into PowerPoint slides that can all be put together later into one presentation. It is a great way for students to be able to edit and "play" with how they would like to arrange their information throughout the process. Group 1 explains the problem. Group 2 looks at alternatives. Group 3 proposes public policy to deal with the problem. Group 4 develops an action plan. This information can be printed off later for the hard copy portfolio.	(Step 1) http://congress.indiana.edu/lesson_plans/od_public_policy.php Lesson Plans · Printable Page. What is Public Policy? www.leg.wa.gov/documents/legislature/backtoschool/lesson1publicpolicy1.pdf Lesson Plan 1: Making Public Policy. (Can be adapted to all age levels). http://www.education-world.com/a_tsl/archives/07-1/lesson011.shtml 36 Public Policy Questions to Energize Your Government/History Classroom Debates (Step 2) http://www.sciencebuddies.org/mentoring/project_hypothesis.shtml How to write a hypothesis. (Step 3) http://cityroom.blogs.nytimes.com/2007/06/27/4-million-styrofoam-trays-a-week/ New York Times blog *Video: 4 Million Styrofoam Trays a Week* http://www.thebeenews.com/news/story.php?story_id=120441810009150900 "Green" lunch trays replacing Styrofoam at Lewis School http://epa.gov/climatechange/wycd/waste/calculators/Warm_home.html http://www.ereciclaje.com/cultura/Styrofoam%5B1%5D.ppt called "Cradle to Grave: The Life Cycle of Styrofoam" http://www.earthresource.org/campaigns/capp/capp-styrofoam.html Polystyrene Foam Report http://www.grinningplanet.com/2005/11-01/styrofoam-cups-article.htm Styrofoam Food Containers, Styrene Migration, and Your Health http://www.thegreenguide.com/docprint.mhtml?i=ask&s=styrofoam2 What Can We Do With Styrofoam? http://www.teenink.com/Poetry/article.php?link=Past/2006/February/19888.xml

Grade 6: Science

Project Citizen Steps 2008 edition	*Science GLE/SPI Legend	National Science Education Standards
	GRADE LEVEL EXPECTATIONS **GLE 0607. Inq. 1** Design and conduct open-ended scientific investigations. **GLE 0607. Inq. 2** Use appropriate tools and techniques to gather, organize, analyze, and interpret data. **GLE 0607. Inq. 3** Synthesize information to determine cause and effect relationships between evidence and explanations. **GLE 0607. Inq. 4** Recognize possible sources of bias and error, alternative explanations, and questions for further exploration. **GLE 0607. Inq. 5** Communicate scientific understanding using descriptions, explanations, and models. **GLE 0607. T/E. 1** Explore how technology responds to social, political, and economic needs. **STATE PERFORMANCE INDICATORS** **SPI 0607. Inq. 6.1** Design a simple experimental procedure with an identified control and appropriate variables. **SPI 0607. Inq. 6.2** Select tools and procedures needed to conduct a moderately complex experiment. **SPI 0607. Inq. 6.3** Interpret and translate data into a table, graph, or diagram. **SPI 0607. Inq. 6.4** Draw a conclusion that establishes a cause and effect relationship that is supported by evidence. **SPI 0607. Inq. 6.5** Identify a faulty interpretation of data that is due to bias or experimental error.	

Sample Classroom Applications	Sample Resources
(Step 5) Present your class portfolio. Practice the presentation in class before presenting to panel members. Have students "score" each other after agreeing on and developing an effective scoring system. (Step 6) Reflect on your experience. Have students write about the experience: briefly describe the project, share what they learned from the project, and tell what they would do differently if they were to do the project again.	Reasons to not use Styrofoam. http://journalism.about.com/od/reportingfundamentals/ht/interview.htm How to conduct and interview. (Step 5) http://www.uchsc.edu/CIS/MkgPresntsChkList.html Checklist for making a presentation. General resources: http://www.accessexcellence.org/ http://www.internet4classrooms.com http://enchantedlearning.com *Project Wet*. The Watercourse and the Council for Environmental Education. 1995. A collection of activities to address water activities from all angles to teach students the impact of water on society. *Project Wild*. Council for Environmental Education. 2003 www.projectwild.org *An Ounce of Prevention: A Middle Level Science Curriculum On Source Reduction*. The National Science Teachers Association and the Dow Chemical Company. 1997. U.S. Environmental Protection Agency (USEPA). www.epa.com Tennessee Department of Environment and Conservation (TDEC). www.state.tn.us/environment World Wildlife Fund. www.worldwildlife.org Activities Integrating Mathematics and Science (AIMS) http://www.aimsedu.org/

Grade 6: English / Language Arts

Project Citizen Steps 2008 edition	2009 Subject Area Standards TN Grade Level Indicators (GLE)	National Standards for English/Language Arts http://www.ncte.org/about/over/standards/110846.htm
Introduction to Project Citizen p. 1-9 Step 1 Identifying Public Policy Problems in Your Community Part A Class Discussion p.10 - 11 Part B Small Group Activity p. 11	**GLE 0601.2.1** Demonstrate critical listening skills essential for comprehension, evaluation, problem solving, and task completion. **GLE 0601.2.6** Deliver effective oral presentations. **GLE 0601.2.7** Participate in work teams and group discussions.	*See appendix for complete text of the National Standards items. Information below represents main idea of the related standards.* **4.** Audience and purposes **12.** Spoken, written, visual language
Part C Homework Assignments p. 13-16	**GLE 0601.2.6** Deliver effective oral presentations. **GLE 0601.2.7** Participate in work teams and group discussions. **GLE 0601.4.2** Gather relevant information from a variety of print and electronic sources, as well as from direct observation, interviews, and surveys. **GLE 0601.4.3** Make distinctions about the credibility, reliability, consistency, strengths, and limitations of resources, including information gathered from Web sites.	**1.** Print and non-print texts **3.** Comprehend, interpret, evaluate, appreciate texts **4.** Audience and purposes **7.** Research by generating ideas, questions, problems **8.** Technological and information resources **12.** Spoken, written, visual language
Step 2 Selecting a Problem for Class Study p. 17 Part A Class Discussion	**GLE 0601.2.1** Demonstrate critical listening skills essential for comprehension, evaluation, problem solving, and task completion. **GLE 0601.2.7** Participate in work teams and group discussions.	**4.** Audience and purpose
Step 3 Gathering Information and Research p. 18 – 27 Part A Class Discussion p. 18-20	**GLE 0601.2.7** Participate in work teams and group discussions. **GLE 0601.4.2** Gather relevant information from a variety of print and electronic sources, as well as from direct observation, interviews, and surveys.	**1.** Print and non-print texts **3.** Comprehend, interpret, evaluate, appreciate Texts **7.** Research by generating ideas, questions, problems **8.** Technological and information resources **12.** Spoken, written, visual language

Sample Classroom Applications	Sample Resources
Step 1A p.10 Students will listen to a presentation of a story that focuses on problem solving. Options: • Students can be divided into groups of 4 or 5 and given the story to read using the jigsaw strategy • Teacher can read the story in its entirety to the class During reading, students will be prompted by the teacher to respond to questions that monitor their understanding of the story • If students are reading in groups using the jigsaw strategy, they can used story cards (prepared by the teacher in advance) that prompt them to respond to story elements that monitor their understanding After reading, the class as a whole will discuss the story and identify the problem or problems, given solutions, and alternative solutions • If using the jigsaw strategy, students will report on the same items and present their finding to the class	Jigsaw reading strategy: http://www.cast.org/teachingeverystudent/toolkits/presentations/AIR_Toolkit/HTML/10_Federal_Legislation/slide_10_02_notes.htm • This site identifies the jigsaw strategy and outlines its expectations
Step 1B p.11 Activities for Step 1A will correlate with this step.	
Step 1C p.13 Students will determine the reliability of Internet resources by completing the activities presented on the sites, The ABC's of Web Site Evaluation and The Quality Information Checklist Students will play a sort game to indicate the type of source, its definition, and examples of the source • The teacher will prepare color-coded index cards with the following headings: • -People, print sources, Internet sources, media sources • -Each heading will be written on the same colored cards (ex: blue) • The teacher will also prepare definitions of each kind of source and write each definition on a card • -Each definition will be written on the same colored cards (ex: yellow) • The teacher will then write numerous examples of each kind of source • -The examples will all be written on the same colored cards (ex: pink) Students will work collaboratively to sort the cards first by color and then by matching the definition and examples to each correct source.	The ABC's of Web Site Evaluation http://kathyschrock.net/abceval/ The Quality Information Checklist http://www.quick.org.uk/menu.htm • These sites give students opportunities for exploring Internet sites to rank their reliability and to equip them with the tools necessary for navigating through informational sites

TCCL nb/cd– *TN Cross-Curricular Learning* available as a notebook or as a cd; page numbers are not identical in the two formats.

Grade 6: English / Language Arts

Project Citizen Steps 2008 edition	2009 Subject Area Standards TN Grade Level Indicators (GLE)	National Standards English/Language Arts
Step 3 Gathering Information and Research Part B Guidelines p. 21	**GLE 0601.4.2** Gather relevant information from a variety of print and electronic sources, as well as from direct observation, interviews, and surveys. **GLE 0601.4.3** Make distinctions about the credibility, reliability, consistency, strengths, and limitations of resources, including information gathered from Web sites.	**1.** Print and non-print texts **3.** Comprehend, interpret, evaluate, appreciate Texts **7.** Research by generating ideas, questions, problems **8.** Technological and information resources **12.** Spoken, written, visual language
Part C Homework Assignment p.22	**SPI 0601.2.6** Determine the most effective methods for engaging an audience during an oral presentation (e.g., making eye contact, adjusting speaking rate). **SPI 0601.2.7** Organize ideas in the most effective order for an oral presentation. **GLE 0601.3.1** Write in a variety of modes for a variety of audiences and purposes. **GLE 0601.4.2** Gather relevant information from a variety of print and electronic sources, as well as from direct observation, interviews, and surveys. **GLE 0601.5.3** Analyze the logical features of an argument, including inductive and deductive elements.	**4.** Audience and purposes **5.** Writing process elements **6.** Language structure, conventions, media techniques **7.** Research by generating ideas, questions, problems **8.** Technological and information resources **12.** Spoken, written, visual language
Step 4 Developing a Class Portfolio p. 28 – 49 Part A Class Discussion p. 28	**GLE 0601.2.1** Demonstrate critical listening skills essential for comprehension, evaluation, problem solving, and task completion. **GLE 0601.2.7** Participate in work teams and group discussions.	**4.** Audience and purposes
Step 4 Portfolio Group 1A Display Section Part 1 p. 38	**GLE 0601.1.1** Demonstrate control of Standard English through the use of grammar, usage, and mechanics (punctuation, capitalization, and spelling). **GLE 0601.3.3** Organize ideas into an essay with an introduction, developing paragraphs, conclusion, and appropriate transitions. **GLE 0601.3.4** Refine strategies for editing and revising written work.	**4.** Audience and purposes **5.** Writing process elements **6.** Language structure, conventions, media techniques **12.** Spoken, written, visual language

Sample Classroom Applications	Sample Resources
Step 2A p.17 See Step 1A p.10 Step 3A p.18 See Step 1A p.10 Step 3B p.21 See Step 1C p.13 Step 3C p.22 Students will be paired in groups to complete a persuasive writing activity from: Read, Write, Think - Can You Persuade Me? o The class will choose a topic to defend through inductive and deductive reasoning and then individually write a persuasive piece on their topic Step 4A p.28 See Step 1A p.10	
Step 4 Portfolio Group 1A p.38 o Students will practice proofreading various passages from the Internet o Students will write a one paragraph response to an assigned topic (teacher's choice) o Then students will exchange their written work with a partner, and each paired student will proofread the other's paragraph o Students will practice grammar skills daily through Daily Grammar	Read Write Think – "Can You Persuade Me?" http://www.readwritethink.org/lessons/lesson_view.asp?id=56 This is a full lesson plan, complete with handouts, worksheets, assessments, and power points. Sponsored by NCTE (Nat'l Council of Teachers of English), this lesson plan has been coordinated with national standards.
Step 4 Portfolio Group 1B p.39 See Step 1C p.13 Step 4 portfolio Group 2A p.40 See Steps 1C p.13 & 4 Portfolio Group 1A p.39 Step 4 Portfolio Group 2B p.41 See Step 1C p.13	Power Proofreading http://www.eduplace.com/kids/hme/k_5/proofread/proof.htm This site provides a multitude of activities for students to practice and hone their proofreading skills
Step 4 Portfolio Group 3A p.42	http://www.dailygrammar.com/

Grade 6: English / Language Arts

Project Citizen Steps 2008 edition	2009 Subject Area Standards TN Grade Level Indicators (GLE)	National Standards for English/Language Arts
Step 4 Portfolio Group 1B Documentation Section Part 1 p. 39	**GLE 0601.4.2** Gather relevant information from a variety of print and electronic sources, as well as from direct observation, interviews, and surveys.	**1.** Print and non-print texts
Step 4 Portfolio Group 2A Display Section Part 2 p.40	**GLE 0601.1.1** Demonstrate control of Standard English through the use of grammar, usage, and mechanics (punctuation, capitalization, and spelling). **GLE 0601.2.7** Participate in work teams and group discussions. **GLE 0601.4.2** Gather relevant information from a variety of print and electronic sources, as well as from direct observation, interviews, and surveys.	**3.** Comprehend, interpret, evaluate, appreciate texts **7.** Research by generating ideas, questions, problems **8.** Technological and information resources **12.** Spoken, written, visual language
Step 4 Portfolio Group 2B Documentation Section Part 2 p. 41	**GLE 0601.4.2** Gather relevant information from a variety of print and electronic sources, as well as from direct observation, interviews, and surveys.	**1.** Print and non-print texts
Step 4 Portfolio Group 3A Display Section Part 3 p. 42	**GLE 0601.1.1** Demonstrate control of Standard English through the use of grammar, usage, and mechanics (punctuation, capitalization, and spelling). **GLE 0601.2.7** Participate in work teams and group discussions. **GLE 0601.3.3** Organize ideas into an essay with an introduction, developing paragraphs, conclusion, and appropriate transitions.	**4.** Audience and purposes **5.** Writing process elements **6.** Language structure, conventions, media techniques **12.** Spoken, written, visual language
Step 4 Portfolio Group 3B Documentation Section Part 3 p. 43	**GLE 0601.4.2** Gather relevant information from a variety of print and electronic sources, as well as from direct observation, interviews, and surveys.	**1.** Print and non-print texts
Step 4 Portfolio Group 4A Display Section Part 4 p. 46	**GLE 0601.1.1** Demonstrate control of Standard English through the use of grammar, usage, and mechanics (punctuation, capitalization, and spelling). **GLE 0601.2.7** Participate in work teams and group discussions. **GLE 0601.3.3** Organize ideas into an essay with an introduction, developing paragraphs, conclusion, and appropriate transitions.	**4.** Audience and purposes **5.** Writing process elements **6.** Language structure, conventions, media techniques **12.** Spoken, written, visual language

Sample Classroom Applications	Sample Resources
See Step 4 Portfolio Group 1A p.38 o Students will follow the entire writing process to write an essay based on a topic given by their teacher	Ace Writing http://www.geocities.com/fifth_grade_tpes/index.html This site provides information and tips for young writers Writing Fix http://www.writingfix.com/ This site provides an array of writing resources including prompts, daily journals, thesis statements, etc.

Grade 6: English / Language Arts

Project Citizen Steps 2008 edition	2009 Subject Area Standards TN Grade Level Indicators (GLE)	National Standards for English/Language Arts
Step 4 Portfolio Group 4B Documentation Section Part 4 p. 47	**GLE 0601.4.2** Gather relevant information from a variety of print and electronic sources, as well as from direct observation, interviews, and surveys.	**1.** Print and non-print texts
Step 4 Portfolio Group 4B Documentation Section Part 4 p. 47	**GLE 0601.1.1** Demonstrate control of Standard English through the use of grammar, usage, and mechanics (punctuation, capitalization, and spelling). **GLE 0601.2.7** Participate in work teams and group discussions. **GLE 0601.3.3** Organize ideas into an essay with an introduction, developing paragraphs, conclusion, and appropriate transitions.	**4.** Audience and purposes **5.** Writing process elements **6.** Language structure, conventions, media techniques **12.** Spoken, written, visual language
Step 5A Opening (Oral Presentation) p. 51	**GLE 0601.4.2** Gather relevant information from a variety of print and electronic sources, as well as from direct observation, interviews, and surveys.	**1.** Print and non-print texts
	GLE 0601.1.1 Demonstrate control of Standard English through the use of grammar, usage, and mechanics (punctuation, capitalization, and spelling). **GLE 0601.2.7** Participate in work teams and group discussions.	**4.** Audience and purposes **12.** Spoken, written, visual language
Step 5B Follow Up Questions p. 51 Step 5C Preparation p. 52	**SPI 0601.2.7** Organize ideas in the most effective order for an oral presentation.	**4.** Audience and purposes **12.** Spoken, written, visual language
Step 6 Reflecting on Your Learning Experience p. 53-55	**GLE 0601.3.1** Write in a variety of modes for a variety of audiences and purposes.	**4.** Audience and purposes **12.** Spoken, written, visual language

Sample Classroom Applications	Sample Resources

Standards for the English Language Arts

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http://www.ncte.org/about/over/standards/110846.htm

1. Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.
2. Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience.
3. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).
4. Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.
5. Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.
6. Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts.
7. Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and non-print texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.
8. Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.
9. Students develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles.
10. Students whose first language is not English make use of their first language to develop competency in the English language arts and to develop understanding of content across the curriculum.
11. Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.
12. Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

Notes

Grade 6: Mathematics

Project Citizen Steps 2008 edition	Subject Area Standard TN State Performance Indicators (SPI)	National Council of Teachers of Mathematics Standards
	Standard 1 Mathematical Processes	
Step 3 Gathering Information and Research p. 18 – 27 Step 4 Developing a Class Portfolio p. 28 – 49 Step 5 Presenting Your Portfolio p. 50 – 52	**SPI 0606.1.1** Make conjectures and predictions based on data **SPI 0606.1.2** Judge the reasonableness of the results of rational number estimates and/or computations **SPI 0606.1.3** Use concrete, pictorial, and symbolic representation for integers **SPI 0606.1.4** Select the representation that models one of the arithmetic properties (commutative, associative, or distributive) **SPI 0606.1.5** Model algebraic expressions using algebra tiles	***Numbers and Operations*** Compute fluently and make reasonable estimates. Understand numbers, ways of representing numbers, and number systems. Understand meanings of operations and how they relate to one another. Represent and analyze mathematical situations and structures using algebraic symbols.
	Standard 2 Number Operations	
	SPI 0606.2.1 Solve problems involving the multiplication and division of fractions. **SPI 0606.2.2** Solve problems involving the addition, subtraction, multiplication, and division of mixed numbers. **SPI 0606.2.3** Solve problems involving the addition, subtraction, multiplication, and division of decimals. **SPI 0606.2.4** Solve multi-step arithmetic problems using fractions, mixed numbers, and decimals.\ **SPI 0606.2.5** Transform numbers from one form to another (fractions, decimals, percents, and mixed numbers). **SPI 0606.2.6** Solve problems involving ratios, rates and percents. **SPI 0606.2.7** Locate positive rational numbers on the number line. **SPI 0606.2.8** Locate integers on the number line.	***Number & Operations*** Understand meanings of operations and how they relate to one another. Understand numbers, ways of representing numbers, relationships among numbers, and number systems.

Sample Classroom Applications	Sample Resources
0606.4.5 Determine the surface area and volume of prisms, pyramids, and cylinders. **0606.2.3 Solve problems involving the addition, subtraction, multiplication, and division of decimals.** Design a stone monument in the shape of a prism, pyramid, or cylinder to place in the front of the school as a tribute to teachers who have taught there over the years. Calculate the surface area and volume of the monument – make sure it is large enough to hold inscribed names of retired teachers and space enough for future names. Using figures provided by the teacher for materials, calculate the cost of creating and placing the monument. Write a short letter to the school board requesting permission to raise funds for the purchase of the monument. **0606.2.5 Solve problems involving ratios, rates, and percents.** **0606.1.1 Make conjectures and predictions based on data.** Problem: An increase in the number of car accidents involving teenage drivers in the state of Tennessee. Task: Calculate the percent of increase in these accidents over a period of five years. Predict the number of accidents to occur over the next five years if the increase remains steady. (Teacher will have to provide the initial data on accidents.) Solution: Write a short letter to the students at the local high school offering the data, predictions, and advice on how to avoid becoming an accident statistic.	***Project Citizen Math Web Sites*** •http://www.schoolhousetech.com/ •http://www.lessonplanet.com/search/Math?OVRAW=math%20lesson%20plan&OVKEY=math%20lesson%20plan&OVMTC=standard&OVADID=17786608511&OVKWID=2206887511 •http://www.tutor.com/ •http://www.mathforum.com/ •http://www.kutasoftware.com/ •http://www.math.com/ •http://www.edhelper.com/math.htm?gclid=CL-9k6GezJICFR11lgodDgNZcA **Additional Websites:** •Hot Chalks http://www.lessonplanspage.com/ Good site for integrated lesson plans. Offers video link to NBC news and allows for questions to be posted. •PBS http://www.pbs.org/teachers/ Predictably good and useful material for teachers. •The Teachers Corner http://www.theteacherscorner.net/ •Federal Resources for Educational Excellence http://free.ed.gov/subjects This site provides resources from federal agencies. Categories include algebra, geometry, data analysis, and numbers and operations. **Books:** •*Math Doesn't Suck* by Danica McKellar (star of TV series, *The Wonder Years*) Excellent resource for real world problems and especially interesting to middle school girls. http://www.mathdoesntsuck.com/ •*Math Curse* by Jon Scieszka. Students are taken through all the dilemmas posed in a day that math is used to solve. •*The Phantom Tollbooth* by Norman Juster. An oldie but goodie that has been a favorite of students in 4th through 7th grades. **Videos:** k12wiki http://k12wiki.wikispaces.com/ This site organizes instructional math videos for easy use. NCTM members can access short video clips arranged by national standards strands. This site also includes information on how to use video clips in the classroom from blocked sites like YouTube.

Grade 6: Mathematics

Project Citizen Steps 2008 edition	Subject Area Standard TN State Performance Indicators (SPI) *Standard 3 Algebra*	National Council of Teachers of Mathematics Standards
Step 3 Gathering Information and Research p. 18 – 27 Step 4 Developing a Class Portfolio p. 28 – 49 Step 5 Presenting Your Portfolio p. 50 – 52	**SPI 0606.3.1** Represent on a number line the solution of an inequality **SPI 0606.3.2** Use order of operations and parenthesis to simplify expressions and solve problems **SPI 0606.3.3** Write equations that correspond to given situations or represent a given mathematical relationship **SPI 0606.3.4** Rewrite expressions to represent quantities in different ways **SPI 0606.3.5** Translate between verbal expressions /sentences and algebraic expressions/equations **SPI 0606.3.6** Solve two-step linear equations using number sense, properties, and inverse operations. **SPI 0606.3.7** Use algebraic expressions and properties to analyze numeric and geometric patterns. **SPI 0606.3.8** Select the qualitative graph that models a contextual situation (e.g., water filling then draining from a bathtub). **SPI 0606.3.9** Graph ordered pairs of integers in all four quadrants of the Cartesian coordinate system.	***Number and Operations*** Understand numbers, ways of representing numbers, relationships among numbers, and number systems. ***Algebra*** Represent and analyze mathematical situations and structures using algebraic symbols. Understand patterns, relations, and functions. ***Geometry*** Specify locations and describe spatial relationships using coordinate geometry and other representational systems. ***Algebra*** Analyze change in various contexts. ***Geometry*** Specify locations and describe spatial relationships using coordinate geometry and other representational systems.

Sample Classroom Applications	Sample Resources
0606.2.4 Solve multi-step arithmetic problems using fractions, mixed numbers, and decimals. Problem: Gas prices are rising. Task: Bring in the price per gallon for regular unleaded gasoline at the 3 gas stations closest to the school. Include the breakdown for state and federal taxes that are added per gallon (included on the pump). Calculate the cost per gallon if federal taxes per gallon were removed. Calculate the cost per gallon if state taxes per gallon were removed. Calculate the cost per gallon if federal and state taxes per gallon were removed. Ask students to bring in the average number of gallons of gas used per week by their parents. Have the students calculate the amount of savings if state and federal taxes were removed from the price per gallon. Consider the uses for state and federal taxes on gasoline such as highway building, repair, and safety measures. Debate the wisdom of removing federal and state taxes from the price per gallon for a period of time to decrease gas prices. Have students write a paragraph either for or against removing the taxes from gasoline. **0606.1.3 Use concrete, pictorial, and symbolic representation for integers.** **0606.2.6 Solve problems involving ratios, rates, and percents.** Create a pie chart that compares the number of votes won in Tennessee by the Democratic candidate and Republican candidate for President of the United States based on the 2008 November election. Include the percent calculated from the total votes cast. **0606.3.5 Translate between verbal expressions/sentences and algebraic expressions/equations.** Teacher to provide sentences that offer statistical information from the 2008 election. Students to translate into algebraic expressions/equations. i.e. Of the 2,508,362 votes cast in the election, 1,896,851 were for the Democratic candidate, a large percentage. (Write this mathematically to find exact percentage) 1,896,851/ 2,508,362 = x	

Grade 6: Mathematics

Project Citizen Steps 2008 edition	Subject Area Standard TN State Performance Indicators (SPI)	National Council of Teachers of Mathematics Standards
	Standard 4 Geometry	
Step 3 Gathering Information and Research p. 18 – 27 Step 4 Developing a Class Portfolio p. 28 – 49 Step 5 Presenting Your Portfolio p. 50 – 52	**SPI 0606.4.1** Identify, define or describe geometric shapes given a visual representation or a written description of its properties **SPI 0606.4.2** Find a missing angle measure in problems involving interior/exterior angles and/or their sums **SPI 0606.4.3** Solve problems using the Triangle Inequality Theorem **SPI 0606.4.4** Calculate with circumferences and areas of circles **SPI 0606.4.5** Determine the surface area and volume of prisms, pyramids and cylinders **SPI 0606.4.6** Given the volume of a cone/pyramid, find the volume of the related cylinder/prism or vice versa.	***Geometry*** Analyze characteristics and properties of two- and three-dimensional geometric shapes and develop mathematical arguments about geometric relationships. Use visualization, spatial reasoning and geometric modeling to solve problems.
	Standard 5 Data Analysis	
	SPI 0606.5.1 Determine the theoretical probability of simple and compound events in familiar contexts **SPI 0606.5.2** Identify features of graphs that may be misleading **SPI 0606.5.3** Determine whether or not a sample is biased.	***Data Analysis and Probability*** Understand and apply basic concepts of probability. Select and use appropriate statistical methods to analyze data.

Sample Classroom Applications	Sample Resources