

# PROJECT Citizen

As Correlated to the Next Generation Florida Sunshine State Standards

7<sup>th</sup> Grade  
Social Studies and Language Arts

In conjunction with the following:



**Center for Civic Education**



**Pre-Unit Instruction: What is public policy and who makes it?**

**Step: Pre-Unit Instruction**

**Pages: 4-9**

**Social Studies**

<b>Next Generation Strand</b>	<b>Next Generation Standard</b>	<b>Next Generation Benchmarks</b>
Geography	<b>Standard 1:</b> Understand how to use maps and other geographic representations, tools, and technology to report information.	<b>SS.7.G.1.3:</b> Interpret maps to identify geopolitical divisions and boundaries of places in North America
Geography	<b>Standard 4:</b> Understand the characteristics, distribution, and migration of human populations	<b>SS.7.G.4.2:</b> Use maps and other geographic tools to examine the importance of demographics within political divisions of the United States.
Geography	<b>Standard 5:</b> Understand how human action can impact the environment.	<b>SS.7.G.5.1:</b> Use a choropleth or other map to geographically represent current information about issues of conservation of ecology in the local community.
Civics and Government	<b>Standard 2:</b> Evaluate the roles, rights, and responsibilities of United States citizens, and determine methods of active participation in society, government, and the political system.	<b>SS.7.C.2.1:</b> Define the term citizen and identify legal means of becoming a United States citizen <b>SS.7.C.2.2:</b> Evaluate the obligations of citizens <b>SS.7.C.2.3:</b> Experience the responsibilities of citizens at the local, state, and national level. <b>SS.7.C.2.4:</b> Evaluate the rights contained in the Bill of Rights and other amendments to the Constitution. <b>SS.7.C.2.5:</b> Distinguish how the Constitution safeguards and limits individual rights. <b>SS.7.C.2.12:</b> Develop a plan to resolve a state or local problem by researching public policy alternatives, etc. <b>SS.7.C.3.13:</b> Examine multiple perspectives on public and current issues. <b>SS.7.C.2.14:</b> Conduct a service project to further public good.
Civics and Government	<b>Standard 3:</b> Evaluate the roles, rights, and responsibilities of United States citizens, and determine methods of active participation in society, government, and the political system.	<b>SS.7.C.3.1:</b> Compare different forms of government. <b>SS.7.C.3.3:</b> Compare parliamentary, federal, co federal and unitary systems of government. <b>SS.7.C.3.4:</b> Illustrate the structure and function of government in the US. <b>SS.7.C.3.8:</b> Identify the relationships and division of powers between the federal government and state governments. <b>SS.7.C.3.9:</b> Analyze the structure, functions, and processes of the three branches. <b>SS.7.C.3.11:</b> Diagram the level, functions and powers of the courts at state and federal levels. <b>SS.7.C.3.13:</b> Compare the US Constitution to the Florida Constitution. <b>SS.7.C.3.14:</b> Differentiate between local, state and federal obligations and services.

<b>Reading/Language Arts</b>		
<b>Next Generation Strand</b>	<b>Next Generation Standard</b>	<b>Next Generation Benchmarks</b>
Reading Process	Standard 5: Fluency	<b>LA.7.1.5.1:</b> The student will adjust reading rate based on purpose, text difficulty, form/style
Reading Process	Standard 6: Vocabulary Development	<b>LA.7.1.6.1:</b> The student will use new vocabulary that is introduced and taught directly <b>LA.7.1.6.2:</b> The student will listen to, read, and discuss familiar and conceptually challenging words <b>LA.7.1.6.3:</b> The student will use context clues to determine meanings of unfamiliar words. <b>LA.7.1.6.5:</b> The student will relate new vocabulary to familiar words <b>LA.7.1.6.10:</b> The student will determine meanings of words, pronunciation, parts of speech, etymologies, and alternate words choices by using a dictionary, thesaurus, etc.
Reading Process	Standard 7: Reading Comprehension	<b>LA.7.1.7.1:</b> The student will use background knowledge of subject and related clues to make and confirm predictions while reading. <b>LA.7.1.7.3:</b> The student will determine main idea/essential message. <b>LA.7.1.7.4:</b> The student will identify cause and effect relationships <b>LA.7.1.7.7:</b> The student will compare and contrast elements of text.
Literary Analysis	Standard 2: Nonfiction	<b>LA.7.2.2.1:</b> The student will locate, use, and analyze specific information from organizational text features (e.g., table of contents, headings, captions, bold print, italics, glossaries, indices, key/guide words <b>LA.7.2.2.2:</b> The student will use information from the text to state the main idea and/or provide relevant details; <b>LA.7.2.2.3:</b> The student will organize information to show understanding. <b>LA.7.2.2.4:</b> The student will identify characteristics of a variety of texts (e.g., newspapers, reference, etc.)
Writing Process	Standard 1: Prewriting	<b>LA.7.3.1.1:</b> The student will pre-write by generating ideas from multiple sources based upon teacher directed topics and personal interests. <b>LA.7.3.1.2:</b> The student will pre-write by determining the purpose and intended audience of the piece. <b>LA.7.3.1.3:</b> The student will pre-write by organizing ideas using strategies and tools.
Writing Applications	Standard 2: Information	<b>LA.7.4.2.2:</b> The student will record information related to a topic, including visual aids to organize information.
Information and Media Literacy	Standard 1: Informational Text	<b>LA.7.6.1.1:</b> The student will explain how text features aid the reader's understanding.
Information and Media Literacy	Standard 2: Research Process	<b>LA.7.6.2.1:</b> The student will select a topic, develop a prioritized search plan, and apply evaluative criteria (e.g., relevance, objectivity, scope of content in print and online sources) to select appropriate resources for research. <b>LA.7.6.2.2:</b> The student will assess organize and check the validity and reliability of information in text, using a variety of techniques by examining several sources of information, including both primary and secondary sources. <b>LA.7.6.2.4:</b> The student will understand the importance of legal and ethical practices, including laws regarding libel, slander, copyright, and plagiarism in the use of mass media and digital sources, know the associated consequences, and comply with the law.
Information and Media Literacy	Standard 4. Technology	<b>LA.7.6.4.1:</b> The student will select and use appropriate available technologies to enhance communication and achieve a purpose. <b>LA.7.6.4.2:</b> The student will evaluate and apply digital tools to publications and presentations.

**Project Citizen**

**Step One: Identifying Public Policy and Problems in Your Community**

**Pages: 10-16**

**Social Studies**

<b>Next Generation Strand</b>	<b>Next Generation Standard</b>	<b>Next Generation Benchmarks</b>
Geography	<b>Standard 1:</b> Understand how to use maps and other geographic representations, tools, and technology to report information.	<b>SS.7.G.1.3:</b> Interpret maps to identify geopolitical divisions and boundaries of places in North America
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Geography	<b>Standard 5:</b> Understand how human action can impact the environment.	<b>SS.7.G.5.1:</b> Use a choropleth or other map to geographically represent current information about issues of conservation of ecology in the local community.
Civics and Government	<b>Standard 2:</b> Evaluate the roles, rights, and responsibilities of United States citizens, and determine methods of active participation in society, government, and the political system.	<b>SS.7.C.2.1:</b> Define the term citizen and identify legal means of becoming a United States citizen <b>SS.7.C.2.2:</b> Evaluate the obligations of citizens <b>SS.7.C.2.3:</b> Experience the responsibilities of citizens at the local, state, and national level. <b>SS.7.C.2.4:</b> Evaluate the rights contained in the Bill of Rights and other amendments to the Constitution. <b>SS.7.C.2.5:</b> Distinguish how the Constitution safeguards and limits individual rights. <b>SS.7.C.2.12:</b> Develop a plan to resolve a state or local problem by researching public policy alternatives, etc. <b>SS.7.C.3.13:</b> Examine multiple perspectives on public and current issues. <b>SS.7.C.2.14:</b> Conduct a service project to further public good.
Civics and Government	<b>Standard 3:</b> Evaluate the roles, rights, and responsibilities of United States citizens, and determine methods of active participation in society, government, and the political system.	<b>SS.7.C.3.1:</b> Compare different forms of government. <b>SS.7.C.3.3:</b> Compare parliamentary, federal, co federal and unitary systems of government. <b>SS.7.C.3.4:</b> Illustrate the structure and function of government in the US. <b>SS.7.C.3.8:</b> Identify the relationships and division of powers between the federal government and state governments. <b>SS.7.C.3.9:</b> Analyze the structure, functions, and processes of the three branches. <b>SS.7.C.3.11:</b> Diagram the level, functions and powers of the courts at state and federal levels. <b>SS.7.C.3.13:</b> Compare the US Constitution to the Florida Constitution. <b>SS.7.C.3.14:</b> Differentiate between local, state and federal obligations and services.

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**Reading/Language Arts**

<b>Next Generation Strand</b>	<b>Next Generation Standard</b>	<b>Next Generation Benchmarks</b>
Reading Process	Standard 5: Fluency	<b>LA.7.1.5.1:</b> The student will adjust reading rate based on purpose, text difficulty, form/style
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Reading Process	Standard 7: Reading Comprehension	<b>LA.7.1.7.1:</b> The student will use background knowledge of subject and related clues to make and confirm predictions while reading. <b>LA.7.1.7.3:</b> The student will determine main idea/essential message. <b>LA.7.1.7.4:</b> The student will identify cause and effect relationships <b>LA.7.1.7.7:</b> The student will compare and contrast elements of text.
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Writing Process	Standard 1: Prewriting	<b>LA.7.3.1.1:</b> The student will pre-write by generating ideas from multiple sources based upon teacher directed topics and personal interests. <b>LA.7.3.1.2:</b> The student will pre-write by determining the purpose and intended audience of the piece. <b>LA.7.3.1.3:</b> The student will pre-write by organizing ideas using strategies and tools.
Writing Process	Standard 2: Drafting	<b>LA.7.3.2.1:</b> The student will draft writing by developing main ideas from the pre-writing plan using primary and secondary sources appropriate to the purpose and audience <b>LA.7.3.2.2:</b> The student will draft writing by organizing information into a logical sequence

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**Step One: Identifying Public Policy and Problems in Your Community**

**Pages: 10-16**

**Reading/Language Arts**

<b>Next Generation Strand</b>	<b>Next Generation Strand</b>	<b>Next Generation Strand</b>
Writing Process	Standard 3: Revising	<b>LA.7.3.3.1:</b> The student will revise writing by evaluating the draft <b>LA.7.3.3.2:</b> Te student will revise by creating clarity and logic <b>LA.7.3.3.4:</b> The student will revise by applying appropriate tools or strategies to evaluate and refine the draft
Writing Applications	Standard 2: Information	<b>LA.7.4.2.2:</b> The student will record information related to a topic, including visual aids to organize information.
Information and Media Literacy	Standard 1: Informational Text	<b>LA.7.6.1.1:</b> The student will read and interpret informational text and organize the information from multiple sources for a variety of purposes.
Information and Media Literacy	Standard 2: Research Process	<b>LA.7.6.2.1:</b> The student will select a topic, develop a prioritized search plan, and apply evaluative criteria (e.g., relevance, objectivity, scope of content in print and online sources) to select appropriate resources for research. <b>LA.7.6.2.2:</b> The student will assess organize and check the validity and reliability of information in text, using a variety of techniques by examining several sources of information, including both primary and secondary sources. <b>LA.7.6.2.4:</b> The student will understand the importance of legal and ethical practices, including laws regarding libel, slander, copyright, and plagiarism in the use of mass media and digital sources, know the associated consequences, and comply with the law.
Information and Media Literacy	Standard 4: Technology	<b>LA.7.6.4.1:</b> The student will select and use appropriate available technologies to enhance communication and achieve a purpose. <b>LA.7.6.4.2:</b> The student will evaluate and apply digital tools to publications and presentations.

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**Step Two: Selecting a Problem for the Class to Study**

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**Social Studies**

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Civics and Government	<b>Standard 2:</b> Evaluate the roles, rights, and responsibilities of United States citizens, and determine methods of active participation in society, government, and the political system.	<b>SS.7.C.2.1:</b> Define the term citizen and identify legal means of becoming a United States citizen <b>SS.7.C.2.2:</b> Evaluate the obligations of citizens <b>SS.7.C.2.3:</b> Experience the responsibilities of citizens at the local, state, and national level. <b>SS.7.C.2.4:</b> Evaluate the rights contained in the Bill of Rights and other amendments to the Constitution. <b>SS.7.C.2.5:</b> Distinguish how the Constitution safeguards and limits individual rights. <b>SS.7.C.2.12:</b> Develop a plan to resolve a state or local problem by researching public policy alternatives, etc. <b>SS.7.C.3.13:</b> Examine multiple perspectives on public and current issues. <b>SS.7.C.2.14:</b> Conduct a service project to further public good.

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**Step Two: Selecting a Problem for the Class to Study**

Page: 17

**Reading/Language Arts**

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Writing Process	Standard 1: Prewriting	<b>LA.7.3.1.1:</b> The student will pre-write by generating ideas from multiple sources based upon teacher directed topics and personal interests. <b>LA.7.3.1.2:</b> The student will pre-write by determining the purpose and intended audience of the piece. <b>LA.7.3.1.3:</b> The student will pre-write by organizing ideas using strategies and tools.
Writing Process	Standard 2: Drafting	<b>LA.7.3.2.1:</b> The student will draft writing by developing main ideas from the pre-writing plan using primary and secondary sources appropriate to the purpose and audience <b>LA.7.3.2.2:</b> The student will draft writing by organizing information into a logical sequence

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**Step Two: Selecting a Problem for the Class to Study**

**Page: 17**

**Reading/Language Arts**

<b>Next Generation Strand</b>	<b>Next Generation Strand</b>	<b>Next Generation Strand</b>
Writing Applications	Standard 2: Information	<b>LA.7.4.2.2:</b> The student will record information related to a topic, including visual aids to organize information.
Information and Media Literacy	Standard 1: Informational Text	<b>LA.7.6.1.1:</b> The student will read and interpret informational text and organize the information from multiple sources for a variety of purposes.
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Information and Media Literacy	Standard 4: Technology	<b>LA.7.6.4.1:</b> The student will select and use appropriate available technologies to enhance communication and achieve a purpose. <b>LA.7.6.4.2:</b> The student will evaluate and apply digital tools to publications and presentations.



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**Step Three: Gathering Information on the Problem Your Class Will Study**

**Pages: 18-27**

**Social Studies**

<b>Next Generation Strand</b>	<b>Next Generation Standard</b>	<b>Next Generation Benchmarks</b>
Civics and Government	<b>Standard 2:</b> Evaluate the roles, rights, and responsibilities of United States citizens, and determine methods of active participation in society, government, and the political system.	<b>SS.7.C.2.2:</b> Evaluate the obligations of citizens <b>SS.7.C.2.3:</b> Experience the responsibilities of citizens at the local, state, and national level. <b>SS.7.C.2.12:</b> Develop a plan to resolve a state or local problem by researching public policy alternatives, etc. <b>SS.7.C.3.13:</b> Examine multiple perspectives on public and current issues. <b>SS.7.C.2.14:</b> Conduct a service project to further public good.

**Reading/Language Arts**

Reading Process	Standard 5: Fluency	<b>LA.7.1.5.1:</b> The student will adjust reading rate based on purpose, text difficulty, form/style
Reading Process	Standard 6: Vocabulary Development	<b>LA.7.1.6.1:</b> The student will use new vocabulary that is introduced and taught directly <b>LA.7.1.6.2:</b> The student will listen to, read, and discuss familiar and conceptually challenging words <b>LA.7.1.6.3:</b> The student will use context clues to determine meanings of unfamiliar words. <b>LA.7.1.6.5:</b> The student will relate new vocabulary to familiar words <b>LA.7.1.6.10:</b> The student will determine meanings of words, pronunciation, parts of speech, etymologies, and alternate words choices by using a dictionary, thesaurus, etc.
Reading Process	Standard 7: Reading Comprehension	<b>LA.7.1.7.1:</b> The student will use background knowledge of subject and related clues to make and confirm predictions while reading. <b>LA.7.1.7.3:</b> The student will determine main idea/essential message. <b>LA.7.1.7.4:</b> The student will identify cause and effect relationships <b>LA.7.1.7.7:</b> The student will compare and contrast elements of text.
Writing Process	Standard 1: Prewriting	<b>LA.7.3.1.1:</b> The student will pre-write by generating ideas from multiple sources based upon teacher directed topics and personal interests. <b>LA.7.3.1.2:</b> The student will pre-write by determining the purpose and intended audience of the piece. <b>LA.7.3.1.3:</b> The student will pre-write by organizing ideas using strategies and tools.

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**Step Three: Gathering Information on the Problem Your Class Will Study**

**Pages: 18-27**

**Reading/Language Arts**

<b>Next Generation Strand</b>	<b>Next Generation Standard</b>	<b>Next Generation Benchmarks</b>
Writing Process	Standard 2: Drafting	<b>LA.7.3.2.1:</b> The student will draft writing by developing main ideas from the pre-writing plan using primary and secondary sources appropriate to the purpose and audience <b>LA.7.3.2.2:</b> The student will draft writing by organizing information into a logical sequence
Writing Process	Standard 3: Revising	<b>LA.7.3.3.1:</b> The student will revise writing by evaluating the draft <b>LA.7.3.3.2:</b> Te student will revise by creating clarity and logic <b>LA.7.3.3.4:</b> The student will revise by applying appropriate tools or strategies to evaluate and refine the draft
Writing Applications	Standard 2: Information	<b>LA.7.4.2.2:</b> The student will record information related to a topic, including visual aids to organize information.
Information and Media Literacy	Standard 1: Informational Text	<b>LA.7.6.1.1:</b> The student will read and interpret informational text and organize the information from multiple sources for a variety of purposes.
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Information and Media Literacy	Standard 4: Technology	<b>LA.7.6.4.1:</b> The student will select and use appropriate available technologies to enhance communication and achieve a purpose. The student will evaluate and apply digital tools to publications and presentations.

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**Step Four: Developing a Class Portfolio**

**Pages: 28-49**

**Social Studies**

<b>Next Generation Strand</b>	<b>Next Generation Standard</b>	<b>Next Generation Benchmarks</b>
Geography	<b>Standard 1:</b> Understand how to use maps and other geographic representations, tools, and technology to report information.	<b>SS.7.G.1.3:</b> Interpret maps to identify geopolitical divisions and boundaries of places in North America
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Civics and Government	<b>Standard 2:</b> Evaluate the roles, rights, and responsibilities of United States citizens, and determine methods of active participation in society, government, and the political system.	<b>SS.7.C.2.2:</b> Evaluate the obligations of citizens <b>SS.7.C.2.3:</b> Experience the responsibilities of citizens at the local, state, and national level. <b>SS.7.C.2.12:</b> Develop a plan to resolve a state or local problem by researching public policy alternatives, etc. <b>SS.7.C.3.13:</b> Examine multiple perspectives on public and current issues. <b>SS.7.C.2.14:</b> Conduct a service project to further public good.
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**Project Citizen****Step Four: Developing a Class Portfolio**

Pages: 28-49

**Reading/Language Arts**

<b>Next Generation Strand</b>	<b>Next Generation Standard</b>	<b>Next Generation Benchmarks</b>
<b>Next Generation Strand</b>	<b>Next Generation Standard</b>	<b>Next Generation Benchmarks</b>
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Writing Process	Standard 5: Publishing	<b>LA.7.3.5.1:</b> The student will prepare writing using technology in a format appropriate to audience and purpose <b>LA.7.3.5.2:</b> The student will use elements of spacing and design to enhance the appearance of a document and add graphics <b>LA.7.3.5.3:</b> The students will share writing with intended audience
Writing Applications	Standard 2: Information	<b>LA.7.4.2.2:</b> The student will record information related to a topic, including visual aids to organize information.
Information and Media Literacy	Standard 1: Informational Text	<b>LA.7.6.1.1:</b> The student will read and interpret informational text and organize the information from multiple sources for a variety of purposes.
Information and Media Literacy	Standard 2: Research Process	<b>LA.7.6.2.1:</b> The student will select a topic, develop a prioritized search plan, and apply evaluative criteria (e.g., relevance, objectivity, scope of content in print and online sources) to select appropriate resources for research. <b>LA.7.6.2.2:</b> The student will assess organize and check the validity and reliability of information in text, using a variety of techniques by examining several sources of information, including both primary and secondary sources. <b>LA.7.6.2.4:</b> The student will understand the importance of legal and ethical practices, including laws regarding libel, slander, copyright, and plagiarism in the use of mass media and digital sources, know the associated consequences, and comply with the law.
Information and Media Literacy	Standard 4: Technology	<b>LA.7.6.4.1:</b> The student will select and use appropriate available technologies to enhance communication and achieve a purpose. <b>LA.7.6.4.2:</b> The student will evaluate and apply digital tools to publications and presentations..

**Project Citizen****Step Five: Presenting Your Portfolio****Pages: 50-52****Social Studies**

<b>Next Generation Strand</b>	<b>Next Generation Standard</b>	<b>Next Generation Benchmarks</b>
Civics and Government	<b>Standard 2:</b> Evaluate the roles, rights, and responsibilities of United States citizens, and determine methods of active participation in society, government, and the political system.	<b>SS.7.C.2.2:</b> Evaluate the obligations of citizens <b>SS.7.C.2.3:</b> Experience the responsibilities of citizens at the local, state, and national level. <b>SS.7.C.2.12:</b> Develop a plan to resolve a state or local problem by researching public policy alternatives, etc. <b>SS.7.C.3.13:</b> Examine multiple perspectives on public and current issues. <b>SS.7.C.2.14:</b> Conduct a service project to further public good.
Civics and Government	<b>Standard 3:</b> Evaluate the roles, rights, and responsibilities of United States citizens, and determine methods of active participation in society, government, and the political system.	<b>SS.7.C.3.1:</b> Compare different forms of government. <b>SS.7.C.3.4:</b> Illustrate the structure and function of government in the US. <b>SS.7.C.3.8:</b> Identify the relationships and division of powers between the federal government and state governments. <b>SS.7.C.3.9:</b> Analyze the structure, functions, and processes of the three branches. <b>SS.7.C.3.14:</b> Differentiate between local, state and federal obligations and services.

**Reading/Language Arts**

<b>Next Generation Strand</b>	<b>Next Generation Standard</b>	<b>Next Generation Benchmarks</b>
Information and Media Literacy	Standard 1: Informational Text	<b>LA.7.6.1.1:</b> The student will read and interpret informational text and organize the information from multiple sources for a variety of purposes.
Communication	Standard 2: Listening and Speaking	<b>LA.7.5.2.1:</b> The student will listen and speak to gain and share information for a variety of purposes. <b>LA.7.5.2.2:</b> The student will make formal oral presentations for a variety of purposes.
Information and Media Literacy	Standard 2: Research Process	<b>LA.7.6.2.1:</b> The student will select a topic, develop a prioritized search plan, and apply evaluative criteria (e.g., relevance, objectivity, scope of content in print and online sources) to select appropriate resources for research. <b>LA.7.6.2.2:</b> The student will assess organize and check the validity and reliability of information in text, using a variety of techniques by examining several sources of information, including both primary and secondary sources. <b>LA.7.6.2.4:</b> The student will understand the importance of legal and ethical practices, including laws regarding libel, slander, copyright, and plagiarism in the use of mass media and digital sources, know the associated consequences, and comply with the law.
Information and Media Literacy	Standard 3: Media Literacy	<b>LA.7.6.3.2:</b> The student will demonstrate ability to select and ethically use media
Information and Media Literacy	Standard 4: Technology	<b>LA.7.6.4.1:</b> The student will select and use appropriate available technologies to enhance communication and achieve a purpose. <b>LA.7.6.4.2:</b> The student will evaluate and apply digital tools to publications and presentations..

<b>Project Citizen</b>		
<b>Step Six: Reflecting on Your Learning Experience</b>		
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<b>Social Studies</b>		
<b>Next Generation Strand</b>	<b>Next Generation Standard</b>	<b>Next Generation Benchmarks</b>
Civics and Government	<b>Standard 2:</b> Evaluate the roles, rights, and responsibilities of United States citizens, and determine methods of active participation in society, government, and the political system.	<b>SS.7.C.2.2:</b> Evaluate the obligations of citizens <b>SS.7.C.2.3:</b> Experience the responsibilities of citizens at the local, state, and national level. <b>SS.7.C.2.12:</b> Develop a plan to resolve a state or local problem by researching public policy alternatives, etc. <b>SS.7.C.3.13:</b> Examine multiple perspectives on public and current issues. <b>SS.7.C.2.14:</b> Conduct a service project to further public good.
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<b>Reading/Language Arts</b>		
<b>Next Generation Strand</b>	<b>Next Generation Standard</b>	<b>Next Generation Benchmarks</b>
Writing Process	Standard 2: Drafting	<b>LA.7.3.2.1:</b> The student will draft writing by developing main ideas from the pre-writing plan using primary and secondary sources appropriate to the purpose and audience <b>LA.7.3.2.2:</b> The student will draft writing by organizing information into a logical sequence
Writing Process	Standard 3: Revising	<b>LA.7.3.3.1:</b> The student will revise writing by evaluating the draft <b>LA.7.3.3.2:</b> The student will revise by creating clarity and logic <b>LA.7.3.3.4:</b> The student will revise by applying appropriate tools or strategies to evaluate and refine the draft
Writing Process	Standard 5: Publishing	<b>LA.7.3.5.1:</b> The student will prepare writing using technology in a format appropriate to audience and purpose <b>LA.7.3.5.2:</b> The student will use elements of spacing and design to enhance the appearance of a document and add graphics <b>LA.7.3.5.3:</b> The students will share writing with intended audience
Information and Media Literacy	Standard 4: Technology	<b>LA.7.6.4.1:</b> The student will select and use appropriate available technologies to enhance communication and achieve a purpose. <b>LA.7.6.4.2:</b> The student will evaluate and apply digital tools to publications and presentations.