

Correlation of Lesson Plans and Units To Louisiana Content Standards, Benchmarks and Grade-Level Expectations

The table below correlates the lesson plans in the “Adventures in Citizenship” Teacher’s Guide to Louisiana state content standards, benchmarks and grade-level expectations (GLE’s) for grades 4 through 8. (Some teachers have suggested that some of the material can be modified to address standards, benchmarks and grade-level expectations in grades 2 and 3 and high school civics; however, these are not included in this table.)

The primary subject area of eight of the lesson plans or units in this guide (#1, #2, #3, #4, #5, #6, #8 and #10) is social studies. The primary subject area of one of the lesson plans (#9) is English/Language Arts. The primary subject area of two of the lesson plans (#7 and #11) is science, and #12 is an activity, which is not correlated to the content standards.

In Part 1 of the table below, a “★” indicates the correlation of each lesson plan or unit to the respective standard and benchmark in its **primary subject** area—Social Studies, English/Language Arts or Science. The GLE’s are noted in parentheses following each benchmark where applicable.

In Part 2 of the table below, a “•” indicates the **interdisciplinary connections** of each lesson plan or unit in addition to the correlations related to the primary subject area of the lesson plan or unit listed in Part 1 of this table.

Applicable Content Standards, Benchmarks and GLE’s	Lesson Plan/Unit Number:											
	1	2	3	4	5	6	7	8	9	10	11	12
Part 1–Correlation of Each Lesson Plan and Unit To Content Standards Based on Its Primary Subject Area												
SOCIAL STUDIES CONTENT STANDARDS												
CIVICS: Citizenship and Government												
Students develop an understanding of the structure and purposes of government, the foundations of the American democratic system, and the role of the United States in the world, while learning about the rights and responsibilities of citizenship.												
C-1A-E1 – Describing government in terms of the people and groups who make, apply, and enforce rules and laws in the home, school, community, and nation	★				★							
C-1A-E4 – Identifying and describing some of the major responsibilities of local, state, and national governments (Grade 4, GLE 23)	★				★							
C-1A-E5 – Identifying key members of government at the local, state, and national levels and describing their powers and the limits on their powers (Grade 4, GLE 24)	★											
C-1A-E7 – Explaining the purposes and importance of rules and laws (Grade 4, GLE 26)	★				★					★		
C-1B-E2 – Discussing the importance of citizens sharing and supporting the principles of American constitutional democracy	★				★					★		

Applicable Louisiana Content Standards and Benchmarks	Lesson Plan/Unit Number:											
	1	2	3	4	5	6	7	8	9	10	11	12
C-1D-E2 – Describing the rights and responsibilities of citizenship in a democratic society (Grade 4, GLE 33)	★				★					★		
C-1D-E3 – Identifying and discussing civic traits that are important to the preservation and improvement of American constitutional democracy (Grade 4, GLE 34)	★									★		
C-1D-E4 – Describing the many ways that citizens can participate in and contribute to their communities and to American society (Grade 4, GLE 34)	★				★					★		
C-1D-E5 – Discussing issues related to citizenship and public service (Grade 4, GLE 35)	★				★					★		
C-1A-M1 – Explaining major ideas about why governments are necessary and evaluating competing positions on the purposes government should serve (Grade 7, GLE 10)	★	★						★		★		
C-1A-M2 – Describing the essential characteristics of various systems of government (Grade 7, GLE 12)		★						★				
C-1A-M5 – Describing the organization and major responsibilities of local, state, and national governments (Grade 8, GLE 21)					★							
C-1A-M7 – Explaining the importance of law in the American constitutional system and applying criteria to evaluate rules and law (Grade 8, GLE 25-26)			★	★		★						
C-1A-M8 – Explaining how public policy is formed, debated, and carried out at local, state, and national levels (Grade 8, GLE 27)	★	★	★	★	★	★						
C-1B-M1 – Explaining the essential ideas and historical origins of American constitutional government (Grade 7, GLE 22)								★				
C-1B-M2 – Identifying and describing the historical experiences and the geographic, social, and economic factors that have helped to shape American political culture (Grade 7, GLE 28)										★		
C-1B-M3 – Explaining the meaning and importance of basic principles of American constitutional democracy as reflected in core documents (Grade 7, GLE 30)								★				
C-1B-M4 – Analyzing the ways in which political and social conflict can be peacefully resolved (Grade 7, GLE 31)	★		★		★	★				★		
C-1B-M5 – Analyzing democratic processes used to institute change (Grade 7, GLE 32; Grade 8, GLE 33)	★		★	★	★	★		★		★		

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C-1D-M2 – Identifying the rights and responsibilities of citizens and explaining their importance to the individual and to society (Grade 8, GLE 39)	★	★	★		★	★		★		★		
C-1D-M3 – Discussing issues involving the rights and responsibilities of individuals in American society (Grade 7, GLE 40)	★	★	★		★	★		★		★		
C-1D-M4 – Describing the many ways by which citizens can organize, monitor, and help to shape politics and government at local, state, and national levels (Grade 8, GLE 40)	★	★	★	★	★	★		★		★		
C-1D-M5 – Communicating the importance of knowledge to competent and responsible political participation and leadership	★		★	★	★	★				★		
HISTORY: Time, Continuity, and Change Students develop a sense of historical time and historical perspective as they study the history of their community, state, nation, and world.												
H-1A-E2 – Recognizing that people in different times and places view the world differently. (Grade 4, GLE 51-52)										★		
H-1A-E3 – Identifying and using primary and secondary historical sources to learn about the past										★		
H-1C-E1 – Describing the people, events, and ideas that were significant to the growth and development of our state and nation (Grade 4, GLE 57-59)										★		
H-1C-E2 – Identifying the development of democratic principles and discussing how these principles have been exemplified by historic figures, events, and symbols (Grade 4, GLE 60)										★		
H-1C-E4 – Recognizing how folklore and other cultural elements have contributed to our local, state, and national heritage (Grade 4, GLE 62)										★		
H-1A-M1 – Describing chronological relationships and patterns										★		
H-1A-M2 – Demonstrating historical perspective through the political, social, and economic context in which an event or idea occurred (Grade 7, GLE 45; Grade 8, GLE 64)										★		
H-1A-M3 – Analyzing the impact that specific individuals, ideas, events, and decisions had on the course of history (Grade 7, GLE 46-47; Grade 8, GLE 66)										★		
H-1A-M5 – Identifying issues and problems from the past and evaluating alternative courses of action (Grade 7, GLE 49; Grade 8, GLE 69)										★		

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H-1D-M1 – Describing the contributions of people, events, movements, and ideas that have been significant in the history of Louisiana (Grade 8, GLE 72-73)										★		
ENGLISH/LANGUAGE ARTS CONTENT STANDARDS												
ELA Standard Two Students write competently for a variety of purposes and audiences.												
ELA-2-E1 – Dictating or writing a composition that clearly states or implies a central idea with supporting details in a logical, sequential order (Grade 4, GLE 20-21)									★			
ELA-2-E2 – Focusing on language, concepts, and ideas that show an awareness of the intended audience and/or purpose (e.g., classroom, real-life, workplace) in developing compositions (Grade 4, GLE 22)									★			
ELA-2-E3 – Creating written texts using the writing process (Grade 4, GLE 23)									★			
ELA-2-M3 – Applying the steps of the writing process (Grade 5, GLE 21; Grade 6, GLE 20; Grade 7, GLE 18; Grade 8, GLE 18)									★			
ELA-2-M6 – Writing as a response to texts and life experiences (e.g., letters, journals, lists) (Grade 5, GLE 25; Grade 6, GLE 24; Grade 7, GLE 22; Grade 8, GLE 22)									★			
ELA Standard Three Students communicate using standard English grammar, usage, sentence structure, punctuation, capitalization, spelling, and handwriting.												
ELA-3-E1 – Writing legibly (Grade 4, GLE 27)									★			
ELA-3-E2 – Demonstrating use of punctuation (e.g., comma, apostrophe, period, question mark, exclamation mark), capitalization, and abbreviations in final drafts of writing assignments (Grade 4, GLE 28-29)									★			
ELA-3-E3 – Demonstrating standard English structure and usage (Grade 4, GLE 30)									★			
ELA-3-E5 – Spelling accurately using strategies (e.g., letter-sound correspondence, hearing and recording sounds in sequence, spelling patterns, pronunciation) and resources (e.g., glossary, dictionary) when necessary									★			
ELA-3-M1 – Writing legibly									★			
ELA-3-M2 – Demonstrating use of punctuation (e.g., comma, apostrophe, colon, semicolon, quotation marks, dashes, parentheses), capitalization, and abbreviations (Grade 5, GLE 26-27; Grade 6, GLE 25-26; Grade 7, GLE 23; Grade 8, GLE 23)									★			

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ELA-3-M3 – Demonstrating standard English structure and usage (Grade 5, GLE 28; Grade 6, GLE 27; Grade 7, GLE 24; Grade 8, GLE 24)									★			
ELA-3-M5 – Spelling accurately using strategies and resources (e.g., glossary, dictionary, thesaurus, spell check) when necessary (Grade 5, GLE 30-31; Grade 6, GLE 29-30; Grade 7, GLE 26-27; Grade 8, GLE 26-27)									★			
SCIENCE CONTENT STANDARDS												
<p>Science as Inquiry The students will do science by engaging in partial and full inquiries that are within their developmental capabilities.</p>												
SI-E-A2 – Planning and/or designing and conducting a scientific investigation (Grade 4, GLE 3-6)											★	
SI-E-A3 – Communicating that observations are made with one’s senses (Grade 4, GLE 7)											★	
SI-E-A4 – Employing equipment and tools to gather data and extend the sensory observations (Grade 4, GLE 8-9)											★	
SI-E-A5 – Using data, including numbers and graphs, to explain observations and experiments (Grade 4, GLE 10-11)											★	
SI-E-A6 – Communicating observations and experiments in oral and written formats (Grade 4, GLE 12)											★	
SI-E-A7 – Utilizing safety procedures during experiments (Grade 4, GLE 13)											★	
SI-E-B2 – Using appropriate experiments depending on the questions to be explored (Grade 4, GLE 16)											★	
SI-E-B3 – Choosing appropriate equipment and tools to conduct an experiment (Grade 4, GLE 17)											★	
SI-E-B4 – Developing explanations by using observations and experiments (Grade 4, GLE 18)											★	
SI-E-B5 – Presenting the results of experiment (Grade 4, GLE 19)											★	
SI-E-B6 – Reviewing and asking questions about the results of investigations (Grade 4, GLE 20)											★	

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SI-M-A1 – Identifying questions that can be used to design a scientific investigation (Grade 5, GLE 1-3; Grade 6, GLE 1-3; Grade 7, GLE 1-3; Grade 8, GLE 1-3)											★	
SI-M-A2 – Designing and conducting a scientific investigation (Grade 5, GLE 4-5; Grade 6, GLE 4-5; Grade 7, GLE 4-5; Grade 8, GLE 4-5)											★	
SI-M-A3 – Using mathematics and appropriate tools and techniques to gather, analyze, and interpret data (Grade 5, GLE 6-9; Grade 6, GLE 6-9; Grade 7, GLE 6-9; Grade 8, GLE 6-9)											★	
SI-M-A4 – Developing descriptions, explanations, and graphs using data (Grade 5, GLE 10-13; Grade 6, GLE 10-13; Grade 7, GLE 10-13; Grade 8, GLE 10-13)											★	
SI-M-A5 – Developing models and predictions using the relationships between data and explanations (Grade 5, GLE 14-16; Grade 6, GLE 14-16; Grade 7, GLE 14-16; Grade 8, GLE 14-16)											★	
SI-M-A8 – Utilizing safety procedures during scientific investigations (Grade 5, GLE 23; Grade 6, GLE 23; Grade 7, GLE 23; Grade 8, GLE 23)											★	
Science and the Environment In learning environmental science, students will develop an appreciation of the natural environment, learn the importance of environmental quality, and acquire a sense of stewardship. As consumers and citizens, they will be able to recognize how our personal, professional, and political actions affect the natural world.												
SE-E-A1 – Understanding that an “ecosystem” is made of living and non-living components (Grade 4, GLE 70)							★					
SE-E-A2 – Understanding the components of a food chain (Grade 4, GLE 71-72)							★					
SE-E-A3 – Identifying ways in which humans have altered their environment, both in positive and negative ways, either for themselves or for other living things											★	
SE-E-A4 – Understanding that the original sources of all material goods are natural resources and that the conserving and recycling of natural resources is a form of stewardship							★				★	
SE-E-A5 – Understanding that most plant and animal species are threatened or endangered today due to habitat loss or change							★					
SE-M-A1 – Demonstrating knowledge that an ecosystem includes living and nonliving factors and that humans are an integral part of ecosystems (Grade 7, GLE 36)							★					

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SE-M-A2 – Demonstrating an understanding of how carrying capacity and limiting factors affect plant and animal population (Grade 5, GLE 48; Grade 7, GLE 37)							★					
SE-M-A4 – Understanding that human actions can create risks and consequences in the environment (Grade 5, GLE 50; Grade 7, GLE 39)							★				★	
SE-M-A5 – Tracing the flow of energy through an ecosystem and demonstrating a knowledge of the roles of producers, consumers, and decomposers in the ecosystem (Grade 7, GLE 40)							★					

Part 2–Interdisciplinary Connections

(In addition to primary subject area correlations in Part 1)

Arts: Creative Expression Students develop creative expression through the application of knowledge, ideas, communication skills, organization abilities and imagination.	●		●	●	●		●		●	●		
English/Language Arts: Standard One Students read, comprehend, and respond to a range of materials, using a variety of strategies for different purposes.	●	●	●	●	●	●		●				
English/Language Arts: Standard Two Students write competently for a variety of purposes and audiences.	●		●	●	●	●	●	●		●	●	
English/Language Arts: Standard Three Students communicate using standard English grammar, usage, sentence structure, punctuation, capitalization, spelling, and handwriting.		●	●	●	●		●	●			●	
English/Language Arts: Standard Four Students demonstrate competence in speaking and listening as tools for learning and communicating.	●	●	●	●	●	●	●	●		●		
English/Language Arts: Standard Five Students locate, select, and synthesize information from a variety of texts, media, references, and technological sources to acquire and communicate knowledge.	●	●	●	●	●	●	●	●				

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English/Language Arts: Standard Six Students read, analyze, and respond to literature as a record of life experiences.			●		●			●		●		
English/Language Arts: Standard Seven Students apply reasoning and problem solving skills to reading, writing, speaking, listening, viewing, and visually representing.	●		●	●	●	●	●	●		●	●	
Mathematics: Measurements In problem-solving investigations, students demonstrate an understanding of the concepts, processes, and real-life applications of measurement.											●	
Mathematics: Data analysis, Probability, and Discrete Math In problem-solving investigations, students discover trends, formulate conjectures regarding cause-and-effect relationships, and demonstrate critical thinking skills in order to make informed decisions.											●	
Social Studies: Civics–Citizenship and Government Students develop an understanding of the structure and purposes of government, the foundations of the American democratic system, and the role of the United States in the world, while learning about the rights and responsibilities of citizenship.							●		●		●	
Character Education	●	●			●	●		●	●	●	●	