Georgia State Performance Standards Alignment With LEARNING FOR LIFE BUILDERS AND NAVIGATORS PROGRAMS
In seventh grade, students conclude the study of major world regions. The four strands are integrated, with history as the central strand. The history strand focuses on historical developments essential to understanding a specific region in the modern world. The geography strand relates the importance of geography to each region’s development. The civics strand examines the political structures in each region. The economics strand continues to build basic economic concepts and introduces students to the economic development of each region.

- Historical Understandings
- Geographic Understandings
- Government/Civic Understandings
- Economic Understandings

**Students will enhance reading in all curriculum areas by:**

**Reading Across the Curriculum**

a. Reading in All Curriculum Areas
   - Read a minimum of 25 grade-level appropriate books per year from a variety of subject disciplines and participate in discussions related to curricular learning in all areas.
   - Read both informational and fictional texts in a variety of genres and modes of discourse.
   - Read technical texts related to various subject areas.

b. Discussing books
   - Discuss messages and themes from books in all subject areas.
   - Respond to a variety of texts in multiple modes of discourse.
   - Relate messages and themes from one subject area to messages and themes in another area.
   - Evaluate the merit of texts in every subject discipline.

**BUILDERS PROGRAM**

(7th Grade)

What Is Good Citizenship?, Equality, Liberty, Diversity, Freedom: Civil Rights, Justice, Pursuit of Happiness: Living in America, Common Good: Schoolwide Cleanup and Beautification Project, Separation of Powers, Popular Sovereignty Personal Strengths; Time Management; Personal Habits for Career Success; Job Traits; Career Exploration; Service Projects; Planning for Success; Education and Earnings; Goal Setting: Where I Aim to Be; Personal Skills Analysis; How Mentors Can Help; Self-Assessment of Skills and Abilities; Mapping Your Future; Postsecondary Education, College Exploration, and Lifelong Learning; Future Career Choices: Conducting a Job Search; Positive and Negative Behavior: Maintain Positive Interpersonal Relationships; Relationships: Positive Reinforcement; Prejudice: Developing Healthy Human Relationships; Problem Solving: The Intricacies Of Relating to Others; Conflict Resolution: Understanding Human Relationships; Good Manners: Personal Behavior; Communication: “I” and “You” Messages; Family Dynamics: Analyze Positive and Negative Dynamics; Verbal and Nonverbal Communication: How We Say Things; Trust and Commitment: Human Interaction; Anger Management: Think, Don’t Just React; Diversity; Competition and Resiliency: Behaviors that Contribute To Success in School; Decision Making: What Should I Do Now; Health: Eating Habits; Anger Management: Think Don’t Just React; Decision Making: What Should I Do Now?; Being An Independent Thinker: Gangs/Drugs/Prison; Media: Resisting Media Manipulation; Competition and Resiliency: Behaviors that Contribute to Success in School; Leadership Development Guidebook for Teenage Youth; Life Choices CD Rom Game
SOCIAL STUDIES (continued)

7th Grade

- Examine author’s purpose in writing.
- Recognize the features of disciplinary texts.

C. Building vocabulary knowledge

- Demonstrate an understanding of contextual vocabulary in various subjects.
- Use content vocabulary in writing and speaking.
- Explore understanding of new words found in subject area texts.

D. Establishing context

- Explore life experiences related to subject area content.
- Discuss in both writing and speaking how certain words are subject area related.
- Determine strategies for finding content and contextual meaning for unknown words.

SOCIAL STUDIES

8th Grade

In eighth grade, students study Georgia geography, history, government, and economics. While the four strands are interwoven, ample opportunity is also provided for in-depth study of the geography of Georgia and the government of Georgia. U.S. historical events are included, as appropriate, to ensure students understand Georgia’s role in the history of the United States.

- Historical Understandings
- Geographic Understandings
- Government/Civic Understandings
- Economic Understandings

Students will enhance reading in all Curriculum areas by:
Reading Across the Curriculum

a. Reading in All Curriculum Areas

BUILDERS PROGRAM:

(8th Grade)

SOCIAL STUDIES (continued)

8th Grade

- Read a minimum of 25 grade-level appropriate books per year from a variety of subject disciplines and participate in discussions related to curricular learning in all areas.
- Read both informational and fictional texts in a variety of genres and modes of discourse.
- Read technical texts related to various subject areas.

b. Discussing books
- Discuss messages and themes from books in all subject areas.
- Respond to a variety of texts in multiple modes of discourse.
- Relate messages and themes from one subject area to messages and themes in another area.
- Evaluate the merit of texts in every subject discipline.
- Examine author’s purpose in writing.
- Recognize the features of disciplinary texts.

c. Building vocabulary knowledge
- Demonstrate an understanding of contextual vocabulary in various subjects.
- Use content vocabulary in writing and speaking.
- Explore understanding of new words found in subject area texts.

d. Establishing context
- Explore life experiences related to subject area content.
- Discuss in both writing and speaking how certain words are subject area related.
- Determine strategies for finding content and contextual meaning for unknown words.

GEORGIA DEPARTMENT OF EDUCATION
PERFORMANCE STANDARDS

SOCIAL STUDIES
9th—12th Grades

American Government/Civics

SSCG1 The student will demonstrate knowledge of the political philosophies that shaped the development of United States constitutional government.

SSCG2 The student will analyze the natural rights philosophy and the nature of government expressed in the Declaration of Independence.

SSCG3 The student will demonstrate knowledge of the United States Constitution.

SSCG4 The student will demonstrate knowledge of the organization and powers of the national government.

SSCG5 The student will demonstrate knowledge of the federal system of government described in the United States Constitution.

SSCG6 The student will demonstrate knowledge of civil liberties and civil rights.

SSCG7 The student will describe how thoughtful and effective participation in civic life is characterized by obeying the law, paying taxes, serving on a jury, participating in the political process, performing public service, registering for military duty, being informed about current issues, and respecting differing opinions.

SSCG8 The student will demonstrate knowledge of local, state, and national elections.

SSCG9 The student will explain the differences between the House of Representatives and the Senate, with emphasis on terms of office, powers, organization, leadership, and representation of each house.

SSCG10 The student will describe the legislative process including the roles played by committees and leadership.

LEARNING FOR LIFE LESSON PLANS THAT ASSIST IN TEACHING THE GEORGIA DEPARTMENT OF EDUCATION PERFORMANCE STANDARDS

NAVIGATORS PROGRAM: (9th-12th Grades)

Book 1: Personal Compass for Daily Living

Book 2: A Road Map for the Future

GEORGIA DEPARTMENT OF EDUCATION
PERFORMANCE STANDARDS

SOCIAL STUDIES (continued)
9th—12th Grades

SSCG11 The student will describe the influence of lobbyists (business, labor, professional organizations) and special interest groups on the legislative process.

SSCG12 The student will analyze the various roles played by the President of the United States; include Commander-in-Chief of the Armed Forces, chief executive, chief agenda setter, representative of the nation, chief of state, foreign policy leader, and party leader.

SSCG13 The student will describe the qualifications for becoming President of the United States.

SSCG14 The student will explain the impeachment process and its usage for elected officials.

SSCG15 The student will explain the functions of the departments and agencies of the federal bureaucracy.

SSCG16 The student will demonstrate knowledge of the operation of the federal judiciary.

SSCG17 The student will demonstrate knowledge of the organization and powers of state and local government described in the Georgia Constitution.

SSCG18 The student will demonstrate knowledge of the powers of Georgia’s state and local governments.

SSCG19 The student will compare and contrast governments that are unitary, conferral, and federal; unitary, oligarchic and democratic; and presidential and parliamentary.

SSCG20 The student will describe the tools used to carry out United States foreign policy (diplomacy; economic, military, and humanitarian aid; treaties; sanctions; and military intervention).

SSCG21 The student will demonstrate knowledge of criminal activity.

SSCG22 The student will demonstrate knowledge of the criminal justice process.

SSRC Reading Across the Curriculum

LEARNING FOR LIFE LESSON PLANS THAT ASSIST IN TEACHING THE GEORGIA DEPARTMENT OF EDUCATION PERFORMANCE STANDARDS

NAVIGATORS PROGRAM: Life Choices CD Rom Game;
Effective Communication, Dealing With Change, Being a Knowledgeable Consumer,

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Fundamental Economic Concepts

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

SSEF2 The student will give examples of how rational decision making entails comparing the marginal benefits and the marginal costs of an action.

SSEF3 The student will explain how specialization and voluntary exchange between buyers and sellers increase the satisfaction of both parties.

SSEF4 The student will compare and contrast different economic systems and explain how they answer the three basic economic questions of what to produce, how to produce, and for whom to produce.

SSEF5 The student will describe the roles of government in a market economy.

SSEF6 The student will explain how productivity, economic growth, and future standards of living are influenced by investment in factories, machinery, new technology, and the health, education, and training of people.

Microeconomic Concepts

SSEMI1 The student will describe how households, businesses, and governments are interdependent and interact through flows of goods, services, and money.

SSEMI2 The student will explain how the Law of Demand, the Law of Supply, prices, and profits work to determine production and distribution in a market economy.

SSEMI3 The student will explain how markets, prices, and competition influence economic behavior.

SSEMI4 The student will explain the organization and role of business and analyze the four types of market structures in the U.S. economy.
Macroeconomic Concepts

SSEMA1 The student will illustrate the means by which economic activity is measured.

SSEMA2 The student will explain the role and functions of the Federal Reserve System.

SSEMA3 The student will explain how the government uses fiscal policy to promote price stability, full employment, and economic growth.

Personal Finance Economics

SSEPF1 The student will apply rational decision making to personal spending and saving choices.

SSEPF2 The student will explain that banks and other financial institutions are businesses that channel funds from savers to investors.

SSEPF3 The student will explain how changes in monetary and fiscal policy can have an impact on an individual’s spending and saving choices.

SSEPF4 The student will evaluate the costs and benefits of using credit.

SSEPF5 The student will describe how insurance and other risk-management strategies protect against financial loss.

SSEPF6 The student will describe how the earnings of workers are determined in the marketplace.

SSRC Reading Across the Curriculum
SOCIAL STUDIES (continued)
9th—12th Grades

United States History

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

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

SSUSH3 The student will explain the primary causes of the American Revolution.

SSUSH4 The student will identify the ideological, military, and diplomatic aspects of the American Revolution.

SSUSH5 The student will explain specific events and key ideas that brought about the adoption and implementation of the United States Constitution.

SSUSH6 The student will analyze the nature of territorial and population growth and the impact of this growth in the early decades of the new nation.

SSUSH7 Students will explain the process of economic growth, its regional and national impact in the first half of the 19th century, and the different responses to it.

SSUSH8 The student will explain the relationship between growing north-south divisions and westward expansion.

SSUSH9 The student will identify key events, issues, and individuals relating to the causes, course, and consequences of the Civil War.

SSUSH10 The student will identify legal, political, and social dimensions of Reconstruction.

SSUSH11 The student will describe the growth of big business and technological innovations after Reconstruction.

SSUSH12 The student will analyze important consequences of American industrial growth.
SSUSH13 The student will identify major efforts to reform American society and politics in the Progressive Era.

SSUSH14 The student will explain America’s evolving relationship with the world at the turn of the twentieth century.

SSUSH15 The student will analyze the origins and impact of U.S. involvement in World War I.

SSUSH16 The student will identify key developments in the aftermath of WW I.

SSUSH17 The student will analyze the causes and consequences of the Great Depression.

SSUSH18 The student will describe Franklin Roosevelt’s New Deal as a response to the depression and compare the ways governmental programs aided those in need.

SSUSH19 The student will identify the origins, major developments, and the domestic impact of World War II, especially the growth of the federal government.

SSUSH20 The student will analyze the domestic and international impact of the Cold War on the United States.


SSUSH22 The student will identify dimensions of the Civil Rights Movement, 1945-1970.

SSUSH23 The student will describe and assess the impact of political developments between 1945 and 1970.

SSUSH24 The student will analyze the impact of social change movements and organizations of the 1960s.

SSUSH25 The student will describe changes in national politics since 1968.

SSRC Reading Across the Curriculum
ENGLISH/LANGUAGE ARTS
7th Grade

Reading and Literature

ELA7R1 The student demonstrates comprehension and shows evidence of a warranted and responsible explanation of a variety of literary and informational texts.

ELA7R2 The student understands and acquires new vocabulary and uses it correctly in reading and writing.

ELA7R3 The student reads aloud, accurately (in the range of 95%), familiar material in a variety of genres, in a way that makes meaning clear to listeners.

Reading Across the Curriculum

ELA7RC1 The student reads a minimum of 25 grade-level appropriate books or book equivalents (approximately 1,000,000 words) per year from a variety of subject disciplines. The student reads both informational and fictional texts in a variety of genres and modes of discourse, including technical texts related to various subject areas.

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

ELA7RC3 The student acquires new vocabulary in each content area and uses it correctly.

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

Writing

ELA7W1 The student produces writing that establishes an appropriate organizational structure, sets a context and engages the reader, maintains a coherent focus throughout, and provides a satisfying closure.

ELA7W2 The student demonstrates competence in a variety of genres.
ENGLISH/LANGUAGE ARTS (continued)

7TH Grade

ELA7W3 The student uses research and technology to support writing.

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

Conventions

Conventions are essential for reading, writing, and speaking. Instruction in language conventions will, therefore, occur within the context of reading, writing, and speaking, rather than in isolation.

ELA7C1 The student demonstrates understanding and control of the rules of the English language, realizing that usage involves the appropriate application of conventions and grammar in both written and spoken formats.

Listening/Speaking/Viewing

ELA7LSV1 The student participates in student-to-teacher, student-to-student, and group verbal interactions.

ELA7LSV2 The student listens to and views various forms of text and media in order to gather and share information, persuade others, and express and understand ideas. The student will select and critically analyze messages using rubrics as assessment tools.

ENGLISH/LANGUAGE ARTS

8TH Grade

Reading and Literature

ELA8R1 The student demonstrates comprehension and shows evidence of a warranted and responsible explanation of a variety of literary and informational texts.

ELA8R2 The student understands and acquires new vocabulary and uses it correctly in reading and writing.

BUILDERS PROGRAM: 8th Grade

ELA8R3. The student reads aloud, accurately (in the range of 95%), familiar material in a variety of genres, in a way that makes meaning clear to listeners.

ELA8R4 The student acquires knowledge of Georgia authors and significant text created by them.

Reading Across the PERFORMANCE

ELA8RC1 The student reads a minimum of 25 grade-level appropriate books or book equivalents (approximately 1,000,000 words) per year from a variety of subject disciplines. The student reads both informational and fictional texts in a variety of genres and modes of discourse, including technical texts related to various subject areas.

ELA8RC2 The student participates in discussions related to curricular learning in all subject areas.

ELA8RC3 The student acquires new vocabulary in each content area and uses it correctly.

ELA8RC4 The student establishes a context for information acquired by reading across subject areas.

Writing

ELA8W1 The student produces writing that establishes an appropriate organizational structure, sets a context and engages the reader, maintains a coherent focus throughout, and signals a satisfying closure.

ELA8W2. The student demonstrates competence in a variety of genres.

ELA8W3 The student uses research and technology to support writing.

ELA8W4 The student consistently uses the writing process to develop, revise, and evaluate writing.
CONVENTIONS

ELA8C1 The student demonstrates understanding and control of the rules of the English language, realizing that usage involves the appropriate application of conventions and grammar in both written and spoken formats.

LISTENING/SPEAKING/VIEWING

ELA8LSV1 The student participates in student-to-teacher, student-to-student, and group verbal interactions.

ELA8LSV2 The student listens to and views various forms of text and media in order to gather and share information, persuade others, and express and understand ideas. The student will select and critically analyze messages using rubrics as assessment tools.
ENGLISH/LANGUAGE ARTS
9th—12th Grades

READING AND LITERATURE

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

• The student identifies, analyzes, and applies knowledge of theme in literary works and provides evidence from the works to support understanding.

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

• The student employs a variety of writing genres to demonstrate a comprehensive grasp of significant ideas in selected literary works. The student composes essays, narratives, poems, or technical documents.

• The student understands and acquires new vocabulary and uses it correctly in reading and writing.

READING ACROSS THE PERFORMANCE

• The student reads a minimum of 25 grade-level appropriate books or book equivalents (approximately 1,000,000 words) per year from a variety of subject disciplines. The student reads both informational and fictional texts in a variety of genres and modes of discourse, including technical texts related to various subject areas.

• The student participates in discussions related to curricular learning in all subject areas.

• The student acquires new vocabulary in each content area and uses it correctly.

LEARNING FOR LIFE LESSON PLANS THAT ASSIST IN TEACHING THE GEORGIA DEPARTMENT OF EDUCATION PERFORMANCE STANDARDS

NAVIGATORS PROGRAM: (9th-12th Grades)
Book 1: A Personal Compass for Daily Living


NAVIGATORS PROGRAM: (9th-12th Grades)
Book 2: A Road Map for the Future

ENGLISH/LANGUAGE ARTS (continued)  
9th—12th Grades

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

WRITING

• The student produces writing that establishes an appropriate organizational structure, sets a context and engages the reader, maintains a coherent focus throughout, and signals closure.

• The student demonstrates competence in a variety of genres.

• The student uses research and technology to support writing.

• The student practices both timed and process writing and, when applicable, uses the writing process to develop, revise, and evaluate writing.

CONVENTIONS

• The student demonstrates understanding and control of the rules of the English language, realizing that usage involves the appropriate application of conventions and grammar in both written and spoken formats.

• The student demonstrates understanding of manuscript form, realizing that different forms of writing require different formats.

LISTENING, SPEAKING, AND VIEWING

• The student participates in student-to-teacher, student-to-student, and group verbal interactions.

• The student formulates reasoned judgments about written and oral communication in various media genres. The student delivers focused, coherent, and polished presentations that convey a clear and distinct perspective, demonstrate solid reasoning, and combine traditional rhetorical strategies of narration, exposition, persuasion, and description.
GEORGIA DEPARTMENT OF EDUCATION
PERFORMANCE STANDARDS

MATHEMATICS
7th Grades
Process Standards
M7P1. Students will solve problems (using appropriate technology).
M7P2. Students will reason and evaluate mathematical arguments.
M7P3. Students will communicate mathematically.
M7P4. Students will make connections among mathematical ideas and to other disciplines.
M7P5. Students will represent mathematics in multiple ways.

MATHEMATICS
8th Grades
Process Standards
M8P1. Students will solve problems (using appropriate technology).
M8P2. Students will reason and evaluate mathematical arguments.
M8P3. Students will communicate mathematically.
M8P4. Students will make connections among mathematical ideas and to other disciplines.
M8P5. Students will represent mathematics in multiple ways.

MATHEMATICS
9th—12th Grades
Process Standards
MM2P1. Students will solve problems (using appropriate technology).
MM2P2. Students will reason and evaluate mathematical arguments.
MM2P3. Students will communicate mathematically.
MM2P4. Students will make connections among mathematical ideas and to other disciplines.
MM2P5. Students will represent mathematics in multiple ways.

BUILDERS PROGRAM:
(7th Grade)
Education and Earnings; Time Management; Career Exploration; Service Projects; Planning for Success; Goal Setting: Where I Aim to Be; Personal Skills and Abilities; Mapping Your Future; Postsecondary Education, College Exploration and Lifelong Learning; Future Career Choices: Conducting a Job Search

BUILDERS PROGRAM:
(8th Grade)
Career Exploration: Fastest Growing Occupations/2000-2010, Mapping My Future, Technology Use in My Job Interests, Preparation of a Job Application, Schoolwide or Community Service Project, Developing a Personal Financial Plan, Education Increases the Size of the Paycheck, Time Management, Preparing a Career Portfolio

NAVIGATORS PROGRAM:
(9th -12th Grades)
Book 2: A Road Map for the Future
Researching Careers on the Internet, GPA (Grade Point Average), Financing a College Education, Being a Knowledgeable Consumer, Time Management, Money Management