

***Echoes and Reflections:***  
**Connection to Georgia Education Standards**

**Social Studies Standards**

<b>LESSONS MEETING STANDARD</b>	<b>NATIONAL STANDARD</b>	<b>GEORGIA STANDARD</b>
Lessons 2, 3, 4, 5, 6, 8, 9, 10	<b>Culture</b> Understand complex cultural concepts such as adaptation and explore how culture and cultural systems function	<b>SS6G8</b> The student will describe the cultural characteristics of Europe.
Lessons 1-10	<b>Time, Continuity, and Change</b> Engage in sophisticated analysis and reconstruction of the past, examining its relationship to the present and extrapolating into the future	<b>SS6H5</b> The student will describe major developments in Europe during the 20th century.  <b>SSWH17</b> The student will be able to identify the major political and economic factors that shaped world societies between World War I and World War II.
Lessons 2, 3, 4, 5, 6, 9, 10	<b>People, Places, and Environments</b> Apply geographic understanding across a broad range of fields, including fine arts, sciences, and humanities, and expand knowledge of diverse cultures, both historical and contemporary	<b>SS6G5</b> The student will be able to describe and locate the important physical and human characteristics of Europe.  <b>SS7H4</b> The student will describe the development of the three major religions that originated in the Middle East.  <b>SSWG2</b> The student will explain the cultural aspects of geography.
Lessons 2-10	<b>Individual Development and Identity</b> Examine contemporary patterns of human behavior and the way that personal identity and human behaviors are shaped by one's culture, by groups, and by institutional influences	<b>SSCG21</b> The student will demonstrate knowledge of criminal activity.
Lessons 1-10	<b>Individuals, Groups, and Institutions</b> Study interactions among individuals, groups, and	<b>SS5H6</b> The student will explain the reasons for America's involvement in World War II.

	institutions, and examine the ways people and groups organize themselves around common needs, beliefs, and interests	<b>SS6G6</b> The student will discuss the impact of government policies and individual behaviors on the European environment.
Lessons 1, 2, 3, 4, 5, 6, 7, 9, 10	<b>Power, Authority, and Governance</b> Study systems that were developed to allocate and employ power and authority in the governing process	<b>SSCG22</b> The student will demonstrate knowledge of the criminal justice process.
Lessons 3, 9	<b>Production, Distribution, and Consumption</b> Analyze economic issues and apply economic knowledge to societal conditions	<p><b>SS5E1</b> The student will use the basic economic concepts of <i>trade, opportunity cost, specialization, voluntary exchange, productivity, and price incentives</i> to illustrate historical events.</p> <p><b>SS5E2</b> The student will describe the functions of the three major institutions in the U. S. economy in each era of United States history.</p> <p><b>SS5G2</b> The student will explain the reasons for the spatial patterns of economic activities.</p> <p><b>SSWH15</b> The student will be able to describe the impact of industrialization, the rise of nationalism and the major characteristics of world wide imperialism.</p>
Lessons 3, 5, 7, 8, 9, 10	<b>Global Connections</b> Encourages systematic thinking and analysis and personal, national, and global decisions, interactions, and consequences	<p><b>SSCG20</b> 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).</p> <p><b>SSEF2</b> The student will give examples of how rational decision making entails comparing the marginal benefits and the marginal costs of an action.</p> <p><b>SSUSH14</b> The student will explain America's evolving relationship with the world at the turn of the twentieth century.</p> <p><b>SSUSH19</b> The student will identify the origins, major developments, and the</p>

		<p>domestic impact of World War II, especially the growth of the federal government.</p> <p><b>SSWH18</b> The student will demonstrate an understanding of the global political, economic and social impact of World War II.</p>
<p>Lessons 1, 2, 3, 7, 8, 9, 10</p>	<p><b>Civic Ideals and Practices</b> Recognize the rights and responsibilities of citizens in identifying societal needs, setting directions for public policies, and working to support both individual dignity and the common good</p>	<p><b>SS5CG1</b> The student will explain how a citizen's rights are protected under the U.S Constitution.</p> <p><b>SSCG2</b> The student will analyze the natural rights philosophy and the nature of government expressed in the Declaration of Independence.</p> <p><b>SSCG6</b> The student will demonstrate knowledge of civil liberties and civil rights.</p> <p><b>SSCG7</b> 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.</p>

**English/Language Arts Standards**

<b>LESSONS MEETING STANDARD</b>	<b>NATIONAL STANDARD</b>	<b>GEORGIA STANDARD</b>
<p>Lessons 1-10</p>	<p>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</p>	<p><b>ELA5R2</b> The student consistently reads at least twenty-five books or book equivalents (approximately 1,000,000 words) each year. The materials should include traditional and contemporary literature (both fiction and non-fiction) as well as magazines, newspapers, textbooks, and electronic material. Such reading</p>

	<p>for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.</p>	<p>should represent a diverse collection of material from at least three different literary forms and from at least five different writers.</p> <p><b>ELA6RC1 / ELA7RC1 / ELA8RC1 / ELA9RC1 / ELAALRC1 / ELAWLRC1 / ELA10RC1 / ELABRC1</b> 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.</p> <p><b>ELA6RC4 / ELA7RC4 / ELA8RC4 / ELA9RC4 / ELA10RC4 / ELAALRC4 / ELABLRC4 / ELAWLRC4</b> The student establishes a context for information acquired by reading across subject areas. The student...</p>
<p>Lessons 4, 5, 6, 7, 8, 10</p>	<p>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.</p>	<p><b>ELA5W2 / ELA6W2 / ELA7W2 / ELA8W2 / ELA10W2 / ELA11W2 / ELA12W2</b> The student demonstrates competence in a variety of genres.</p> <p><b>ELA6RC3 / ELA7RC3 / ELA8RC3 / ELA9RC3 / ELA10RC3 / ELAALRC3 / ELABLRC3 / ELAWLRC3</b> The student acquires new vocabulary in each content area and uses it correctly. The student...</p> <p><b>ELA9RL2 / ELA10RL2</b> The student identifies, analyzes, and applies knowledge of theme in literary works from various genres and provides evidence from the works to support understanding. The student...</p>
<p>Lessons 1-10</p>	<p>Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience,</p>	<p><b>ELA5R1 / ELA6R1 / ELA7R1 / ELA8R1</b> The student demonstrates comprehension and shows evidence of a warranted and responsible explanation of a</p>

	<p>their interactions with other readers and writers, their knowledge of word meaning and other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).</p>	<p>variety of literary and informational texts.</p> <p><b>ELA9RL1 / ELA10RL1 / ELAALRL1 / ELABLRL1 / ELAWLRL1</b> The student demonstrates comprehension by identifying evidence (e.g., diction, imagery, point of view, figurative language, symbolism, plot events and main ideas) in a variety of texts representative of different genres (e.g., poetry, prose [short story, novel, essay, editorial, biography], and drama) and using this evidence as the basis for interpretation.</p>
<p>Lessons 1-10</p>	<p>Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences for different purposes.</p>	<p><b>ELA5R2 / ELA6R2 / ELA7R2 / ELA8R2 / ELA9RL5 / ELA10RL5 / ELAALRL5 / ELABLRL5 / ELAWLRL5</b> The student understands and acquires new vocabulary and uses it correctly in reading and writing. The student...</p> <p><b>ELA9W2</b> The student produces technical writing that reports technical information and/or conveys ideas clearly, logically, and purposefully to a particular audience; the student...</p>
<p>Lessons 2, 3, 4, 5, 6, 8, 9, 10</p>	<p>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.</p>	<p><b>ELA5W1 / ELA6W1 / ELA7W1 / ELA8W1</b> The student produces writing that establishes an appropriate organizational structure, sets a context and engages the reader, maintains a coherent focus throughout, and signals a satisfying closure. The student...</p> <p><b>ELA5W4 / ELA6W4 / ELA7W4 / ELA8W4</b> The student consistently uses a writing process to develop, revise, and evaluate writing. The student...</p> <p><b>ELA9C2 / ELA10C2 / ELA11C2 / ELA12C2</b> The student demonstrates understanding of manuscript form, realizing that different forms of writing require different formats. The student...</p>

		<p><b>ELA9W1 / ELA10W1 / ELA11W1 / ELA12W1</b> 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...</p>
<p>Lessons 1, 2, 4, 5, 6, 8, 9, 10</p>	<p>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.</p>	<p><b>ELA5C1 / ELA6C1 / ELA7C1 / ELA8C1 / ELA9C1 / ELA10C1 / ELA11C1 / ELA12C1</b> 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...</p> <p><b>ELA9RL4 / ELA10RL4 / ELAALRL4 / ELABLRL4 / ELAWLRL4</b> 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...</p> <p><b>ELA9W4 / ELA10W4 / ELA11W4 / ELA12W4</b> The student practices both timed and process writing and, when applicable, uses the writing process to develop, revise, and evaluate writing. The student...</p>
<p>Lessons 1-10</p>	<p>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.</p>	<p><b>ELA5LSV2</b> 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.</p> <p><b>ELA5W3 / ELA6W3 / ELA7W3 / ELA8W3 / ELA9W3 / ELA10W3 / ELA11W3 / ELA12W3</b> The student uses research and technology to support writing. The student...</p>

Lessons 1-10	Students develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles.	<p><b>ELA9RL3 / ELA10RL3 / ELAALRL3 / ELABLRL3/ ELAWLRL3</b> The student deepens understanding of literary works by relating them to contemporary context or historical background. The student...</p> <p><b>ELAALRL2</b> The student identifies, analyzes, and applies knowledge of theme in a work of American literature and provides evidence from the work to support understanding. The student...</p> <p><b>ELABLRL2</b> The student identifies, analyzes, and applies knowledge of theme in a work of British and/or Commonwealth literature and provides evidence from the work to support understanding. The student...</p> <p><b>ELAWLRL2</b> The student identifies, analyzes, and applies knowledge of theme in a work of world literature and provides evidence from the work to support understanding. The student...</p>
Lessons 2, 4, 5, 8	Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.	<p><b>ELA5LSV1 / ELA6LSV1 / ELA7LSV1 / ELA8LSV1 / ELA9LSV1 / ELA10LSV1 / ELA11LSV1 / ELA12LSV1</b> The student participates in student-to-teacher, student-to-student, and group verbal interactions. The student...</p> <p><b>ELA6RC2 / ELA7RC2 / ELA8RC2 / ELA9RC2 / ELA10RC2 / ELAALRC2 / ELABLRC2 / ELAWLRC2</b> The student participates in discussions related to curricular learning in all subject areas. The student...</p>
Lessons 1-10	Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).	<p><b>ELA9LSV2 / ELA10LSV2 / ELA11LSV2 / ELA12LSV2</b> The student formulates reasoned judgments about written and oral communication in various media genres. The student delivers focused, coherent, and polished</p>

		presentations that convey a clear and distinct perspective, demonstrate solid reasoning, and combine traditional rhetorical strategies of narration, exposition, persuasion, and description.
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**Viewing and Media Literacy Standards**

<b>LESSONS MEETING STANDARD</b>	<b>NATIONAL STANDARD</b>	<b>GEORGIA STANDARD</b>
Lessons 1-10	Uses a range of strategies to interpret visual media (e.g., draws conclusions, makes generalizations, synthesizes materials viewed, refers to images or information in visual media to support point of view)	<b>ELA9LSV2 / ELA10LSV2 / ELA11LSV2 / ELA12LSV2</b> 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.
Lessons 2, 4, 7, 9	Understands the connection between context and values projected by visual media	<b>ELA6LSV2 / ELA7LSV2 / ELA8LSV2</b> 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.

Standards can be viewed online at <http://www.georgiastandards.org/SearchResults.aspx>