

Institute for Humane Education
Grades: 9, 10, 11, 12
States: Common Core State Standards
Subjects: Science

Common Core State Standards

Science

Grade 9 - Adopted 2010

STRAND / DOMAIN	CCSS.ELA-Literacy.RST.9-10	Reading Standards for Literacy in Science and Technical Subjects
CATEGORY / CLUSTER		Key Ideas and Details
STANDARD	CCSS.ELA-Literacy.RST.9-10.1	<p>Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.</p> <p>Earth Court The biggest issues and challenges of our time go on trial as students serve as prosecution, defense, and jury, and then develop a solutions-based sentencing.</p> <p>How'd That Get on my Plate? This activity encourages participants to explore how sample ingredients in our food might affect the environment, people, and animals, and what humane alternatives might exist.</p> <p>Risky Business: Exploring Probability Theory Using a realistic scenario, students will be able to calculate basic probabilities pertinent to ecological and human-health concerns of industrial oil sands development in Canada; engage in active research of statistical data concerning the industrial development of Canadian oil sands; and produce a risk assessment and action plan presentation based on that research.</p> <p>Spaceship Earth Our fossil fuels are gone! How will we survive and thrive without them? Students explore two scenarios and develop plans of action for living successfully and sustainably.</p> <p>Sustainer Students become castaways on a remote and pristine island and must determine how to live in a way that is sustainable for all.</p> <p>The Third Side: Beyond Either/or Thinking Many people view the world through a lens of black and white, either/or. In this activity groups of students work together to explore a variety of possible solutions to a global issues conflict.</p>
STANDARD	CCSS.ELA-Literacy.RST.9-10.2	<p>Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.</p> <p>A Moment in Your Shoes How will students feel spending a moment in the shoes of a battery hen or a child slave? Use this lively and thought-provoking activity to introduce human and animal issues and the connections between them.</p> <p>Be a C.R.I.T.I.C. Students learn to use the C.R.I.T.I.C. technique to help them bring critical thinking skills to any information they receive, whether from industry, non-profits, government, or media.</p> <p>Behind the Scenes Participants explore the hidden lives of their everyday stuff by investigating how ordinary products come into existence & who/what has been helped or harmed in the creation & distribution of that product.</p> <p>Cast Your Vote Students learn about the "hidden ingredients" in every day products and practice voting their values by "buying" different kinds of items.</p> <p>Choice Cards Participants consider pairs of related behaviors and products and contemplate which choices do more good and less harm.</p> <p>Clothing Line Up We make choices every day about what we wear, but how often do we pay attention to the impact of our clothing choices on others? Students explore more and less harmful clothing options from the perspectives of the animals, other people, and the environment.</p> <p>Council of All Beings What does a mountain wish for? A wolf? A cow? A river? Participants "become" a being or part of nature and share the lives, concerns, hopes and wisdoms of their being in a Council.</p> <p>Earth Court The biggest issues and challenges of our time go on trial as students serve as</p>

prosecution, defense, and jury, and then develop a solutions-based sentencing.

Find Your Tree

Participants get in touch with their senses and nature by finding "their" tree using senses other than sight.

Greatest Impact

Groups of students analyze the impact of behaviors and product choices to determine which choices have the greatest impact on the environment, on human health and well-being, and on other species.

Hear the People

This is a great icebreaker for any activity exploring the challenges and impacts surrounding our enormous and growing human population.

How'd That Get on my Plate?

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Leave Only Footprints

Everyone has an ecological footprint. Participants use paper footprints to simulate the impact of their choices on the earth. Extension activities allow students to explore their ecological footprints and what choices can be made to reduce them.

Local Treasures

Reawaken wonder about the natural world and teach students about the environment in which they live by sending them on a treasure hunt!

Risky Business: Exploring Probability Theory

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Scavenger Hunt

Help participants rediscover the wonder of the natural world by taking them on an outdoor scavenger hunt for which they'll record their finds, rather than "taking" anything.

Smell Teas

Awaken wonder, enhance memory skills and explore the sense of smell by having students concoct their own special "smell tea" for other students to identify... only by smell!

Spaceship Earth

Our fossil fuels are gone! How will we survive and thrive without them? Students explore two scenarios and develop plans of action for living successfully and sustainably.

Sustainer

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The Third Side: Beyond Either/or Thinking

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True Price

Students will explore the positive & negative impacts of our product choices on themselves, other people, animals, and the earth.

What Price Beauty?

This activity encourages students to explore and think critically about the impacts of the ingredients in the personal care products that they use on themselves, other people, animals and the environment, as well as how branding and marketing play into our choices.

What is a Humane Life?

What's a typical Saturday look like in the life of someone striving to live a more humane life? Participants follow a "humane presenter" or a "humane wannabe" through a reenactment of their day to learn about the whats and whys of making humane choices every day.

Which Harms Less?

Great for a larger assembly, this activity asks students to compare pairs of similar products to consider which of the two helps more and harms less.

Whom Do You Pet & Whom Do You Eat?

Lead students in an activity which explores why we treat different types of animals differently, and how we can learn to view them with different eyes.

Wonder Walk

Participants take turns leading each other on a silent Wonder Walk to discover the natural world with their 5 senses.

STRAND / DOMAIN	CCSS.ELA-Literacy.RST.9-10	Reading Standards for Literacy in Science and Technical Subjects
CATEGORY / CLUSTER		Craft and Structure

STANDARD**CCSS.ELA-Literacy.RST.9-10.4**

Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9-10 texts and topics.

A Moment in Your Shoes

How will students feel spending a moment in the shoes of a battery hen or a child slave? Use this lively and thought-provoking activity to introduce human and animal issues and the connections between them.

Be a C.R.I.T.I.C.

Students learn to use the C.R.I.T.I.C. technique to help them bring critical thinking skills to any information they receive, whether from industry, non-profits, government, or media.

Behind the Scenes

Participants explore the hidden lives of their everyday stuff by investigating how ordinary products come into existence & who/what has been helped or harmed in the creation & distribution of that product.

Cast Your Vote

Students learn about the "hidden ingredients" in every day products and practice voting their values by "buying" different kinds of items.

Choice Cards

Participants consider pairs of related behaviors and products and contemplate which choices do more good and less harm.

Clothing Line Up

We make choices every day about what we wear, but how often do we pay attention to the impact of our clothing choices on others? Students explore more and less harmful clothing options from the perspectives of the animals, other people, and the environment.

Council of All Beings

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<p>STANDARD</p>	<p>CCSS.ELA-Literacy.RST.9-10.5</p>	<p>Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy).</p> <p>A Moment in Your Shoes How will students feel spending a moment in the shoes of a battery hen or a child slave? Use this lively and thought-provoking activity to introduce human and animal issues and the connections between them.</p> <p>Be a C.R.I.T.I.C. Students learn to use the C.R.I.T.I.C. technique to help them bring critical thinking skills to any information they receive, whether from industry, non-profits, government, or media.</p> <p>Behind the Scenes Participants explore the hidden lives of their everyday stuff by investigating how ordinary products come into existence & who/what has been helped or harmed in the creation & distribution of that product.</p> <p>Cast Your Vote Students learn about the "hidden ingredients" in every day products and practice voting their values by "buying" different kinds of items.</p> <p>Choice Cards Participants consider pairs of related behaviors and products and contemplate which choices do more good and less harm.</p> <p>Clothing Line Up We make choices every day about what we wear, but how often do we pay attention to the impact of our clothing choices on others? Students explore more and less harmful clothing options from the perspectives of the animals, other people, and the environment.</p> <p>Council of All Beings What does a mountain wish for? A wolf? A cow? A river? Participants "become" a being or part of nature and share the lives, concerns, hopes and wisdoms of their being in a Council.</p> <p>Earth Court The biggest issues and challenges of our time go on trial as students serve as prosecution, defense, and jury, and then develop a solutions-based sentencing.</p> <p>Find Your Tree Participants get in touch with their senses and nature by finding "their" tree using senses other than sight.</p> <p>Greatest Impact Groups of students analyze the impact of behaviors and product choices to determine which choices have the greatest impact on the environment, on human health and well-being, and on other species.</p> <p>Hear the People This is a great icebreaker for any activity exploring the challenges and impacts surrounding our enormous and growing human population.</p> <p>How'd That Get on my Plate? This activity encourages participants to explore how sample ingredients in our food might affect the environment, people, and animals, and what humane alternatives might exist.</p> <p>Leave Only Footprints Everyone has an ecological footprint. Participants use paper footprints to simulate the impact of their choices on the earth. Extension activities allow students to explore their ecological footprints and what choices can be made</p>

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STANDARD	CCSS.ELA-Literacy.RST.9-10.6	<p>Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address</p> <p>Be a C.R.I.T.I.C. Students learn to use the C.R.I.T.I.C. technique to help them bring critical thinking skills to any information they receive, whether from industry, non-profits, government, or media.</p>
STRAND / DOMAIN	CCSS.ELA-Literacy.RST.9-10	Reading Standards for Literacy in Science and Technical Subjects
CATEGORY / CLUSTER		Integration of Knowledge and Ideas
STANDARD	CCSS.ELA-Literacy.RST.9-10.7	<p>Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.</p> <p>Hear the People This is a great icebreaker for any activity exploring the challenges and impacts surrounding our enormous and growing human population.</p> <p>Risky Business: Exploring Probability Theory Using a realistic scenario, students will be able to calculate basic probabilities pertinent to ecological and human-health concerns of industrial oil sands development in Canada; engage in active research of statistical data concerning the industrial development of Canadian oil sands; and produce a</p>

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STANDARD	CCSS.ELA-Literacy.RST.9-10.8	<p>Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem.</p> <p>Be a C.R.I.T.I.C. Students learn to use the C.R.I.T.I.C. technique to help them bring critical thinking skills to any information they receive, whether from industry, non-profits, government, or media.</p>
STANDARD	CCSS.ELA-Literacy.RST.9-10.9	<p>Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.</p> <p>A Moment in Your Shoes How will students feel spending a moment in the shoes of a battery hen or a child slave? Use this lively and thought-provoking activity to introduce human and animal issues and the connections between them.</p> <p>Be a C.R.I.T.I.C. Students learn to use the C.R.I.T.I.C. technique to help them bring critical thinking skills to any information they receive, whether from industry, non-profits, government, or media.</p> <p>Behind the Scenes Participants explore the hidden lives of their everyday stuff by investigating how ordinary products come into existence & who/what has been helped or harmed in the creation & distribution of that product.</p> <p>Cast Your Vote Students learn about the "hidden ingredients" in every day products and practice voting their values by "buying" different kinds of items.</p> <p>Choice Cards Participants consider pairs of related behaviors and products and contemplate which choices do more good and less harm.</p> <p>Clothing Line Up We make choices every day about what we wear, but how often do we pay attention to the impact of our clothing choices on others? Students explore more and less harmful clothing options from the perspectives of the animals, other people, and the environment.</p> <p>Council of All Beings What does a mountain wish for? A wolf? A cow? A river? Participants "become" a being or part of nature and share the lives, concerns, hopes and wisdoms of their being in a Council.</p> <p>Earth Court The biggest issues and challenges of our time go on trial as students serve as prosecution, defense, and jury, and then develop a solutions-based sentencing.</p> <p>Find Your Tree Participants get in touch with their senses and nature by finding "their" tree using senses other than sight.</p> <p>Greatest Impact Groups of students analyze the impact of behaviors and product choices to determine which choices have the greatest impact on the environment, on human health and well-being, and on other species.</p> <p>Hear the People This is a great icebreaker for any activity exploring the challenges and impacts surrounding our enormous and growing human population.</p> <p>How'd That Get on my Plate? This activity encourages participants to explore how sample ingredients in our food might affect the environment, people, and animals, and what humane alternatives might exist.</p> <p>Leave Only Footprints Everyone has an ecological footprint. Participants use paper footprints to simulate the impact of their choices on the earth. Extension activities allow students to explore their ecological footprints and what choices can be made to reduce them.</p> <p>Local Treasures Reawaken wonder about the natural world and teach students about the environment in which they live by sending them on a treasure hunt!</p> <p>Risky Business: Exploring Probability Theory Using a realistic scenario, students will be able to calculate basic probabilities pertinent to ecological and human-health concerns of industrial oil sands development in Canada; engage in active research of statistical data concerning the industrial development of Canadian oil sands; and produce a risk assessment and action plan presentation based on that research.</p>

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STRAND / DOMAIN	CCSS.ELA-Literacy.RST.9-10	Reading Standards for Literacy in Science and Technical Subjects
CATEGORY / CLUSTER		Range of Reading and Level of Text Complexity
STANDARD	CCSS.ELA-Literacy.RST.9-10.10	<p>By the end of grade 10, read and comprehend science/technical texts in the grades 9-10 text complexity band independently and proficiently.</p> <p>A Moment in Your Shoes How will students feel spending a moment in the shoes of a battery hen or a child slave? Use this lively and thought-provoking activity to introduce human and animal issues and the connections between them.</p> <p>Be a C.R.I.T.I.C. Students learn to use the C.R.I.T.I.C. technique to help them bring critical thinking skills to any information they receive, whether from industry, non-profits, government, or media.</p> <p>Behind the Scenes Participants explore the hidden lives of their everyday stuff by investigating how ordinary products come into existence & who/what has been helped or harmed in the creation & distribution of that product.</p> <p>Cast Your Vote Students learn about the "hidden ingredients" in every day products and practice voting their values by "buying" different kinds of items.</p> <p>Choice Cards Participants consider pairs of related behaviors and products and contemplate which choices do more good and less harm.</p> <p>Clothing Line Up We make choices every day about what we wear, but how often do we pay attention to the impact of our clothing choices on others? Students explore more and less harmful clothing options from the perspectives of the animals, other people, and the environment.</p> <p>Council of All Beings What does a mountain wish for? A wolf? A cow? A river? Participants "become" a being or part of nature and share the lives, concerns, hopes and wisdoms of their being in a Council.</p>

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CATEGORY /		Text Types and Purposes

CLUSTER		
STANDARD	CCSS.ELA-Literacy.WHST.9-10.1	Write arguments focused on discipline-specific content.
EXPECTATION	CCSS.ELA-Literacy.WHST.9-10.1a	<p>Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.</p> <p>Earth Court The biggest issues and challenges of our time go on trial as students serve as prosecution, defense, and jury, and then develop a solutions-based sentencing.</p> <p>Greatest Impact Groups of students analyze the impact of behaviors and product choices to determine which choices have the greatest impact on the environment, on human health and well-being, and on other species.</p> <p>How'd That Get on my Plate? This activity encourages participants to explore how sample ingredients in our food might affect the environment, people, and animals, and what humane alternatives might exist.</p> <p>Leave Only Footprints Everyone has an ecological footprint. Participants use paper footprints to simulate the impact of their choices on the earth. Extension activities allow students to explore their ecological footprints and what choices can be made to reduce them.</p> <p>Risky Business: Exploring Probability Theory Using a realistic scenario, students will be able to calculate basic probabilities pertinent to ecological and human-health concerns of industrial oil sands development in Canada; engage in active research of statistical data concerning the industrial development of Canadian oil sands; and produce a risk assessment and action plan presentation based on that research.</p> <p>Spaceship Earth Our fossil fuels are gone! How will we survive and thrive without them? Students explore two scenarios and develop plans of action for living successfully and sustainably.</p> <p>Sustainer Students become castaways on a remote and pristine island and must determine how to live in a way that is sustainable for all.</p> <p>The Third Side: Beyond Either/or Thinking Many people view the world through a lens of black and white, either/or. In this activity groups of students work together to explore a variety of possible solutions to a global issues conflict.</p>
EXPECTATION	CCSS.ELA-Literacy.WHST.9-10.1b	<p>Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.</p> <p>Earth Court The biggest issues and challenges of our time go on trial as students serve as prosecution, defense, and jury, and then develop a solutions-based sentencing.</p> <p>How'd That Get on my Plate? This activity encourages participants to explore how sample ingredients in our food might affect the environment, people, and animals, and what humane alternatives might exist.</p> <p>Risky Business: Exploring Probability Theory Using a realistic scenario, students will be able to calculate basic probabilities pertinent to ecological and human-health concerns of industrial oil sands development in Canada; engage in active research of statistical data concerning the industrial development of Canadian oil sands; and produce a risk assessment and action plan presentation based on that research.</p> <p>Spaceship Earth Our fossil fuels are gone! How will we survive and thrive without them? Students explore two scenarios and develop plans of action for living successfully and sustainably.</p> <p>Sustainer Students become castaways on a remote and pristine island and must determine how to live in a way that is sustainable for all.</p> <p>The Third Side: Beyond Either/or Thinking Many people view the world through a lens of black and white, either/or. In this activity groups of students work together to explore a variety of possible solutions to a global issues conflict.</p>
EXPECTATION	CCSS.ELA-Literacy.WHST.9-10.1c	Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

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<p>EXPECTATION</p>	<p>CCSS.ELA-Literacy.WHST.9-10.1d</p>	<p>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>Earth Court The biggest issues and challenges of our time go on trial as students serve as prosecution, defense, and jury, and then develop a solutions-based sentencing.</p> <p>Greatest Impact Groups of students analyze the impact of behaviors and product choices to determine which choices have the greatest impact on the environment, on human health and well-being, and on other species.</p> <p>Leave Only Footprints Everyone has an ecological footprint. Participants use paper footprints to simulate the impact of their choices on the earth. Extension activities allow students to explore their ecological footprints and what choices can be made to reduce them.</p> <p>Risky Business: Exploring Probability Theory Using a realistic scenario, students will be able to calculate basic probabilities pertinent to ecological and human-health concerns of industrial oil sands development in Canada; engage in active research of statistical data concerning the industrial development of Canadian oil sands; and produce a risk assessment and action plan presentation based on that research.</p> <p>Spaceship Earth Our fossil fuels are gone! How will we survive and thrive without them? Students explore two scenarios and develop plans of action for living successfully and sustainably.</p> <p>Sustainer Students become castaways on a remote and pristine island and must determine how to live in a way that is sustainable for all.</p> <p>The Third Side: Beyond Either/or Thinking Many people view the world through a lens of black and white, either/or. In this activity groups of students work together to explore a variety of possible solutions to a global issues conflict.</p>
<p>EXPECTATION</p>	<p>CCSS.ELA-Literacy.WHST.9-10.1e</p>	<p>Provide a concluding statement or section that follows from or supports the argument presented.</p> <p>Earth Court The biggest issues and challenges of our time go on trial as students serve as prosecution, defense, and jury, and then develop a solutions-based sentencing.</p> <p>Greatest Impact Groups of students analyze the impact of behaviors and product choices to determine which choices have the greatest impact on the environment, on</p>

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STRAND / DOMAIN	CCSS.ELA-Literacy.WHST.9-10	Writing Standards for Literacy in Science and Technical Subjects
CATEGORY / CLUSTER		Text Types and Purposes
STANDARD	CCSS.ELA-Literacy.WHST.9-10.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
EXPECTATION	CCSS.ELA-Literacy.WHST.9-10.2a	<p>Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>Earth Court The biggest issues and challenges of our time go on trial as students serve as prosecution, defense, and jury, and then develop a solutions-based sentencing.</p> <p>Greatest Impact Groups of students analyze the impact of behaviors and product choices to determine which choices have the greatest impact on the environment, on human health and well-being, and on other species.</p> <p>How'd That Get on my Plate? This activity encourages participants to explore how sample ingredients in our food might affect the environment, people, and animals, and what humane alternatives might exist.</p> <p>Leave Only Footprints Everyone has an ecological footprint. Participants use paper footprints to simulate the impact of their choices on the earth. Extension activities allow students to explore their ecological footprints and what choices can be made to reduce them.</p> <p>Risky Business: Exploring Probability Theory Using a realistic scenario, students will be able to calculate basic probabilities pertinent to ecological and human-health concerns of industrial oil sands development in Canada; engage in active research of statistical data concerning the industrial development of Canadian oil sands; and produce a risk assessment and action plan presentation based on that research.</p> <p>Spaceship Earth Our fossil fuels are gone! How will we survive and thrive without them? Students explore two scenarios and develop plans of action for living successfully and sustainably.</p> <p>Sustainer Students become castaways on a remote and pristine island and must determine how to live in a way that is sustainable for all.</p> <p>The Third Side: Beyond Either/or Thinking Many people view the world through a lens of black and white, either/or. In this activity groups of students work together to explore a variety of possible solutions to a global issues conflict.</p>
EXPECTATION	CCSS.ELA-	Develop the topic with well-chosen, relevant, and sufficient facts, extended

	<p>Literacy.WHST.9-10.2b</p>	<p>definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>Earth Court The biggest issues and challenges of our time go on trial as students serve as prosecution, defense, and jury, and then develop a solutions-based sentencing.</p> <p>Greatest Impact Groups of students analyze the impact of behaviors and product choices to determine which choices have the greatest impact on the environment, on human health and well-being, and on other species.</p> <p>How'd That Get on my Plate? This activity encourages participants to explore how sample ingredients in our food might affect the environment, people, and animals, and what humane alternatives might exist.</p> <p>Leave Only Footprints Everyone has an ecological footprint. Participants use paper footprints to simulate the impact of their choices on the earth. Extension activities allow students to explore their ecological footprints and what choices can be made to reduce them.</p> <p>Risky Business: Exploring Probability Theory Using a realistic scenario, students will be able to calculate basic probabilities pertinent to ecological and human-health concerns of industrial oil sands development in Canada; engage in active research of statistical data concerning the industrial development of Canadian oil sands; and produce a risk assessment and action plan presentation based on that research.</p> <p>Spaceship Earth Our fossil fuels are gone! How will we survive and thrive without them? Students explore two scenarios and develop plans of action for living successfully and sustainably.</p> <p>Sustainer Students become castaways on a remote and pristine island and must determine how to live in a way that is sustainable for all.</p> <p>The Third Side: Beyond Either/or Thinking Many people view the world through a lens of black and white, either/or. In this activity groups of students work together to explore a variety of possible solutions to a global issues conflict.</p>
<p>EXPECTATION</p>	<p>CCSS.ELA-Literacy.WHST.9-10.2c</p>	<p>Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.</p> <p>Earth Court The biggest issues and challenges of our time go on trial as students serve as prosecution, defense, and jury, and then develop a solutions-based sentencing.</p> <p>Greatest Impact Groups of students analyze the impact of behaviors and product choices to determine which choices have the greatest impact on the environment, on human health and well-being, and on other species.</p> <p>Leave Only Footprints Everyone has an ecological footprint. Participants use paper footprints to simulate the impact of their choices on the earth. Extension activities allow students to explore their ecological footprints and what choices can be made to reduce them.</p> <p>Risky Business: Exploring Probability Theory Using a realistic scenario, students will be able to calculate basic probabilities pertinent to ecological and human-health concerns of industrial oil sands development in Canada; engage in active research of statistical data concerning the industrial development of Canadian oil sands; and produce a risk assessment and action plan presentation based on that research.</p> <p>Spaceship Earth Our fossil fuels are gone! How will we survive and thrive without them? Students explore two scenarios and develop plans of action for living successfully and sustainably.</p> <p>Sustainer Students become castaways on a remote and pristine island and must determine how to live in a way that is sustainable for all.</p> <p>The Third Side: Beyond Either/or Thinking Many people view the world through a lens of black and white, either/or. In this activity groups of students work together to explore a variety of possible solutions to a global issues conflict.</p>
<p>EXPECTATION</p>	<p>CCSS.ELA-Literacy.WHST.9-10.2d</p>	<p>Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.</p> <p>Earth Court The biggest issues and challenges of our time go on trial as students serve as prosecution, defense, and jury, and then develop a solutions-based</p>

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<p>EXPECTATION</p>	<p>CCSS.ELA-Literacy.WHST.9-10.2e</p>	<p>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>Earth Court The biggest issues and challenges of our time go on trial as students serve as prosecution, defense, and jury, and then develop a solutions-based sentencing.</p> <p>Greatest Impact Groups of students analyze the impact of behaviors and product choices to determine which choices have the greatest impact on the environment, on human health and well-being, and on other species.</p> <p>Leave Only Footprints Everyone has an ecological footprint. Participants use paper footprints to simulate the impact of their choices on the earth. Extension activities allow students to explore their ecological footprints and what choices can be made to reduce them.</p> <p>Risky Business: Exploring Probability Theory Using a realistic scenario, students will be able to calculate basic probabilities pertinent to ecological and human-health concerns of industrial oil sands development in Canada; engage in active research of statistical data concerning the industrial development of Canadian oil sands; and produce a risk assessment and action plan presentation based on that research.</p> <p>Spaceship Earth Our fossil fuels are gone! How will we survive and thrive without them? Students explore two scenarios and develop plans of action for living successfully and sustainably.</p> <p>Sustainer Students become castaways on a remote and pristine island and must determine how to live in a way that is sustainable for all.</p> <p>The Third Side: Beyond Either/or Thinking Many people view the world through a lens of black and white, either/or. In this activity groups of students work together to explore a variety of possible solutions to a global issues conflict.</p>
<p>EXPECTATION</p>	<p>CCSS.ELA-Literacy.WHST.9-10.2f</p>	<p>Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p> <p>Earth Court The biggest issues and challenges of our time go on trial as students serve as prosecution, defense, and jury, and then develop a solutions-based sentencing.</p> <p>How'd That Get on my Plate? This activity encourages participants to explore how sample ingredients in our food might affect the environment, people, and animals, and what humane alternatives might exist.</p> <p>Risky Business: Exploring Probability Theory Using a realistic scenario, students will be able to calculate basic probabilities pertinent to ecological and human-health concerns of industrial oil sands development in Canada; engage in active research of statistical data concerning the industrial development of Canadian oil sands; and produce a</p>

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STRAND / DOMAIN	CCSS.ELA-Literacy.WHST.9-10	Writing Standards for Literacy in Science and Technical Subjects
CATEGORY / CLUSTER		Text Types and Purposes
STANDARD	CCSS.ELA-Literacy.WHST.9-10.3	(See note; not applicable as a separate requirement)
EXPECTATION	CCSS.ELA-Literacy.WHST.9-10.3a	<p>Note: Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results.</p> <p>Earth Court The biggest issues and challenges of our time go on trial as students serve as prosecution, defense, and jury, and then develop a solutions-based sentencing.</p> <p>How'd That Get on my Plate? This activity encourages participants to explore how sample ingredients in our food might affect the environment, people, and animals, and what humane alternatives might exist.</p> <p>Risky Business: Exploring Probability Theory Using a realistic scenario, students will be able to calculate basic probabilities pertinent to ecological and human-health concerns of industrial oil sands development in Canada; engage in active research of statistical data concerning the industrial development of Canadian oil sands; and produce a risk assessment and action plan presentation based on that research.</p> <p>Spaceship Earth Our fossil fuels are gone! How will we survive and thrive without them? Students explore two scenarios and develop plans of action for living successfully and sustainably.</p> <p>Sustainer Students become castaways on a remote and pristine island and must determine how to live in a way that is sustainable for all.</p> <p>The Third Side: Beyond Either/or Thinking Many people view the world through a lens of black and white, either/or. In this activity groups of students work together to explore a variety of possible solutions to a global issues conflict.</p>
STRAND / DOMAIN	CCSS.ELA-Literacy.WHST.9-10	Writing Standards for Literacy in Science and Technical Subjects
CATEGORY / CLUSTER		Production and Distribution of Writing
STANDARD	CCSS.ELA-Literacy.WHST.9-10.4	<p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>Earth Court The biggest issues and challenges of our time go on trial as students serve as prosecution, defense, and jury, and then develop a solutions-based sentencing.</p> <p>Greatest Impact Groups of students analyze the impact of behaviors and product choices to determine which choices have the greatest impact on the environment, on human health and well-being, and on other species.</p> <p>Leave Only Footprints Everyone has an ecological footprint. Participants use paper footprints to simulate the impact of their choices on the earth. Extension activities allow students to explore their ecological footprints and what choices can be made to reduce them.</p> <p>Risky Business: Exploring Probability Theory</p>

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STANDARD	CCSS.ELA-Literacy.WHST.9-10.5	<p>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>Earth Court The biggest issues and challenges of our time go on trial as students serve as prosecution, defense, and jury, and then develop a solutions-based sentencing.</p> <p>Greatest Impact Groups of students analyze the impact of behaviors and product choices to determine which choices have the greatest impact on the environment, on human health and well-being, and on other species.</p> <p>Leave Only Footprints Everyone has an ecological footprint. Participants use paper footprints to simulate the impact of their choices on the earth. Extension activities allow students to explore their ecological footprints and what choices can be made to reduce them.</p> <p>Risky Business: Exploring Probability Theory Using a realistic scenario, students will be able to calculate basic probabilities pertinent to ecological and human-health concerns of industrial oil sands development in Canada; engage in active research of statistical data concerning the industrial development of Canadian oil sands; and produce a risk assessment and action plan presentation based on that research.</p> <p>Spaceship Earth Our fossil fuels are gone! How will we survive and thrive without them? Students explore two scenarios and develop plans of action for living successfully and sustainably.</p> <p>Sustainer Students become castaways on a remote and pristine island and must determine how to live in a way that is sustainable for all.</p> <p>The Third Side: Beyond Either/or Thinking Many people view the world through a lens of black and white, either/or. In this activity groups of students work together to explore a variety of possible solutions to a global issues conflict.</p>
STANDARD	CCSS.ELA-Literacy.WHST.9-10.6	<p>Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.</p>

		<p>Greatest Impact Groups of students analyze the impact of behaviors and product choices to determine which choices have the greatest impact on the environment, on human health and well-being, and on other species.</p> <p>How'd That Get on my Plate? This activity encourages participants to explore how sample ingredients in our food might affect the environment, people, and animals, and what humane alternatives might exist.</p> <p>Risky Business: Exploring Probability Theory Using a realistic scenario, students will be able to calculate basic probabilities pertinent to ecological and human-health concerns of industrial oil sands development in Canada; engage in active research of statistical data concerning the industrial development of Canadian oil sands; and produce a risk assessment and action plan presentation based on that research.</p>
STRAND / DOMAIN	CCSS.ELA-Literacy.WHST.9-10	Writing Standards for Literacy in Science and Technical Subjects
CATEGORY / CLUSTER		Research to Build and Present Knowledge
STANDARD	CCSS.ELA-Literacy.WHST.9-10.7	<p>Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>Be a C.R.I.T.I.C. Students learn to use the C.R.I.T.I.C. technique to help them bring critical thinking skills to any information they receive, whether from industry, non-profits, government, or media.</p> <p>Greatest Impact Groups of students analyze the impact of behaviors and product choices to determine which choices have the greatest impact on the environment, on human health and well-being, and on other species.</p> <p>How'd That Get on my Plate? This activity encourages participants to explore how sample ingredients in our food might affect the environment, people, and animals, and what humane alternatives might exist.</p> <p>Risky Business: Exploring Probability Theory Using a realistic scenario, students will be able to calculate basic probabilities pertinent to ecological and human-health concerns of industrial oil sands development in Canada; engage in active research of statistical data concerning the industrial development of Canadian oil sands; and produce a risk assessment and action plan presentation based on that research.</p> <p>What Price Beauty? This activity encourages students to explore and think critically about the impacts of the ingredients in the personal care products that they use on themselves, other people, animals and the environment, as well as how branding and marketing play into our choices.</p>
STANDARD	CCSS.ELA-Literacy.WHST.9-10.8	<p>Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p> <p>Be a C.R.I.T.I.C. Students learn to use the C.R.I.T.I.C. technique to help them bring critical thinking skills to any information they receive, whether from industry, non-profits, government, or media.</p> <p>Greatest Impact Groups of students analyze the impact of behaviors and product choices to determine which choices have the greatest impact on the environment, on human health and well-being, and on other species.</p> <p>How'd That Get on my Plate? This activity encourages participants to explore how sample ingredients in our food might affect the environment, people, and animals, and what humane alternatives might exist.</p> <p>Risky Business: Exploring Probability Theory Using a realistic scenario, students will be able to calculate basic probabilities pertinent to ecological and human-health concerns of industrial oil sands development in Canada; engage in active research of statistical data concerning the industrial development of Canadian oil sands; and produce a risk assessment and action plan presentation based on that research.</p> <p>What Price Beauty? This activity encourages students to explore and think critically about the impacts of the ingredients in the personal care products that they use on themselves, other people, animals and the environment, as well as how branding and marketing play into our choices.</p>

STANDARD	CCSS.ELA-Literacy.WHST.9-10.9	<p>Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>Be a C.R.I.T.I.C. Students learn to use the C.R.I.T.I.C. technique to help them bring critical thinking skills to any information they receive, whether from industry, non-profits, government, or media.</p> <p>Greatest Impact Groups of students analyze the impact of behaviors and product choices to determine which choices have the greatest impact on the environment, on human health and well-being, and on other species.</p> <p>How'd That Get on my Plate? This activity encourages participants to explore how sample ingredients in our food might affect the environment, people, and animals, and what humane alternatives might exist.</p> <p>Risky Business: Exploring Probability Theory Using a realistic scenario, students will be able to calculate basic probabilities pertinent to ecological and human-health concerns of industrial oil sands development in Canada; engage in active research of statistical data concerning the industrial development of Canadian oil sands; and produce a risk assessment and action plan presentation based on that research.</p> <p>What Price Beauty? This activity encourages students to explore and think critically about the impacts of the ingredients in the personal care products that they use on themselves, other people, animals and the environment, as well as how branding and marketing play into our choices.</p>
STRAND / DOMAIN	CCSS.ELA-Literacy.WHST.9-10	Writing Standards for Literacy in Science and Technical Subjects
CATEGORY / CLUSTER		Range of Writing
STANDARD	CCSS.ELA-Literacy.WHST.9-10.10	<p>Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>Earth Court The biggest issues and challenges of our time go on trial as students serve as prosecution, defense, and jury, and then develop a solutions-based sentencing.</p> <p>Greatest Impact Groups of students analyze the impact of behaviors and product choices to determine which choices have the greatest impact on the environment, on human health and well-being, and on other species.</p> <p>How'd That Get on my Plate? This activity encourages participants to explore how sample ingredients in our food might affect the environment, people, and animals, and what humane alternatives might exist.</p> <p>Leave Only Footprints Everyone has an ecological footprint. Participants use paper footprints to simulate the impact of their choices on the earth. Extension activities allow students to explore their ecological footprints and what choices can be made to reduce them.</p> <p>Risky Business: Exploring Probability Theory Using a realistic scenario, students will be able to calculate basic probabilities pertinent to ecological and human-health concerns of industrial oil sands development in Canada; engage in active research of statistical data concerning the industrial development of Canadian oil sands; and produce a risk assessment and action plan presentation based on that research.</p> <p>Spaceship Earth Our fossil fuels are gone! How will we survive and thrive without them? Students explore two scenarios and develop plans of action for living successfully and sustainably.</p> <p>Sustainer Students become castaways on a remote and pristine island and must determine how to live in a way that is sustainable for all.</p> <p>The Third Side: Beyond Either/or Thinking Many people view the world through a lens of black and white, either/or. In this activity groups of students work together to explore a variety of possible solutions to a global issues conflict.</p> <p>What Price Beauty? This activity encourages students to explore and think critically about the impacts of the ingredients in the personal care products that they use on themselves, other people, animals and the environment, as well as how branding and marketing play into our choices.</p>

Science
Grade 10 - Adopted 2010

STRAND / DOMAIN	CCSS.ELA-Literacy.RST.9-10	Reading Standards for Literacy in Science and Technical Subjects
CATEGORY / CLUSTER		Key Ideas and Details
STANDARD	CCSS.ELA-Literacy.RST.9-10.1	<p>Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.</p> <p>Earth Court The biggest issues and challenges of our time go on trial as students serve as prosecution, defense, and jury, and then develop a solutions-based sentencing.</p> <p>How'd That Get on my Plate? This activity encourages participants to explore how sample ingredients in our food might affect the environment, people, and animals, and what humane alternatives might exist.</p> <p>Risky Business: Exploring Probability Theory Using a realistic scenario, students will be able to calculate basic probabilities pertinent to ecological and human-health concerns of industrial oil sands development in Canada; engage in active research of statistical data concerning the industrial development of Canadian oil sands; and produce a risk assessment and action plan presentation based on that research.</p> <p>Spaceship Earth Our fossil fuels are gone! How will we survive and thrive without them? Students explore two scenarios and develop plans of action for living successfully and sustainably.</p> <p>Sustainer Students become castaways on a remote and pristine island and must determine how to live in a way that is sustainable for all.</p> <p>The Third Side: Beyond Either/or Thinking Many people view the world through a lens of black and white, either/or. In this activity groups of students work together to explore a variety of possible solutions to a global issues conflict.</p>
STANDARD	CCSS.ELA-Literacy.RST.9-10.2	<p>Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.</p> <p>A Moment in Your Shoes How will students feel spending a moment in the shoes of a battery hen or a child slave? Use this lively and thought-provoking activity to introduce human and animal issues and the connections between them.</p> <p>Be a C.R.I.T.I.C. Students learn to use the C.R.I.T.I.C. technique to help them bring critical thinking skills to any information they receive, whether from industry, non-profits, government, or media.</p> <p>Behind the Scenes Participants explore the hidden lives of their everyday stuff by investigating how ordinary products come into existence & who/what has been helped or harmed in the creation & distribution of that product.</p> <p>Cast Your Vote Students learn about the "hidden ingredients" in every day products and practice voting their values by "buying" different kinds of items.</p> <p>Choice Cards Participants consider pairs of related behaviors and products and contemplate which choices do more good and less harm.</p> <p>Clothing Line Up We make choices every day about what we wear, but how often do we pay attention to the impact of our clothing choices on others? Students explore more and less harmful clothing options from the perspectives of the animals, other people, and the environment.</p> <p>Council of All Beings What does a mountain wish for? A wolf? A cow? A river? Participants "become" a being or part of nature and share the lives, concerns, hopes and wisdoms of their being in a Council.</p> <p>Earth Court The biggest issues and challenges of our time go on trial as students serve as prosecution, defense, and jury, and then develop a solutions-based sentencing.</p> <p>Find Your Tree Participants get in touch with their senses and nature by finding "their" tree using senses other than sight.</p> <p>Greatest Impact Groups of students analyze the impact of behaviors and product choices to</p>

determine which choices have the greatest impact on the environment, on human health and well-being, and on other species.

Hear the People
This is a great icebreaker for any activity exploring the challenges and impacts surrounding our enormous and growing human population.

How'd That Get on my Plate?
This activity encourages participants to explore how sample ingredients in our food might affect the environment, people, and animals, and what humane alternatives might exist.

Leave Only Footprints
Everyone has an ecological footprint. Participants use paper footprints to simulate the impact of their choices on the earth. Extension activities allow students to explore their ecological footprints and what choices can be made to reduce them.

Local Treasures
Reawaken wonder about the natural world and teach students about the environment in which they live by sending them on a treasure hunt!

Risky Business: Exploring Probability Theory
Using a realistic scenario, students will be able to calculate basic probabilities pertinent to ecological and human-health concerns of industrial oil sands development in Canada; engage in active research of statistical data concerning the industrial development of Canadian oil sands; and produce a risk assessment and action plan presentation based on that research.

Scavenger Hunt
Help participants rediscover the wonder of the natural world by taking them on an outdoor scavenger hunt for which they'll record their finds, rather than "taking" anything.

Smell Teas
Awaken wonder, enhance memory skills and explore the sense of smell by having students concoct their own special "smell tea" for other students to identify...only by smell!

Spaceship Earth
Our fossil fuels are gone! How will we survive and thrive without them? Students explore two scenarios and develop plans of action for living successfully and sustainably.

Sustainer
Students become castaways on a remote and pristine island and must determine how to live in a way that is sustainable for all.

The Third Side: Beyond Either/or Thinking
Many people view the world through a lens of black and white, either/or. In this activity groups of students work together to explore a variety of possible solutions to a global issues conflict.

True Price
Students will explore the positive & negative impacts of our product choices on themselves, other people, animals, and the earth.

What Price Beauty?
This activity encourages students to explore and think critically about the impacts of the ingredients in the personal care products that they use on themselves, other people, animals and the environment, as well as how branding and marketing play into our choices.

What is a Humane Life?
What's a typical Saturday look like in the life of someone striving to live a more humane life? Participants follow a "humane presenter" or a "humane wannabe" through a reenactment of their day to learn about the whats and whys of making humane choices every day.

Which Harms Less?
Great for a larger assembly, this activity asks students to compare pairs of similar products to consider which of the two helps more and harms less.

Whom Do You Pet & Whom Do You Eat?
Lead students in an activity which explores why we treat different types of animals differently, and how we can learn to view them with different eyes.

Wonder Walk
Participants take turns leading each other on a silent Wonder Walk to discover the natural world with their 5 senses.

STRAND / DOMAIN	CCSS.ELA-Literacy.RST.9-10	Reading Standards for Literacy in Science and Technical Subjects
CATEGORY / CLUSTER		Craft and Structure
STANDARD	CCSS.ELA-Literacy.RST.9-10.4	<p>Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9-10 texts and topics.</p> <p>A Moment in Your Shoes How will students feel spending a moment in the shoes of a battery hen or a child slave? Use this lively and thought-provoking activity to introduce human</p>

and animal issues and the connections between them.

Be a C.R.I.T.I.C.

Students learn to use the C.R.I.T.I.C. technique to help them bring critical thinking skills to any information they receive, whether from industry, non-profits, government, or media.

Behind the Scenes

Participants explore the hidden lives of their everyday stuff by investigating how ordinary products come into existence & who/what has been helped or harmed in the creation & distribution of that product.

Cast Your Vote

Students learn about the “hidden ingredients” in every day products and practice voting their values by “buying” different kinds of items.

Choice Cards

Participants consider pairs of related behaviors and products and contemplate which choices do more good and less harm.

Clothing Line Up

We make choices every day about what we wear, but how often do we pay attention to the impact of our clothing choices on others? Students explore more and less harmful clothing options from the perspectives of the animals, other people, and the environment.

Council of All Beings

What does a mountain wish for? A wolf? A cow? A river? Participants “become” a being or part of nature and share the lives, concerns, hopes and wisdoms of their being in a Council.

Earth Court

The biggest issues and challenges of our time go on trial as students serve as prosecution, defense, and jury, and then develop a solutions-based sentencing.

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Participants get in touch with their senses and nature by finding “their” tree using senses other than sight.

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STANDARD	CCSS.ELA-Literacy.RST.9-10.5	<p>Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy).</p> <p>A Moment in Your Shoes How will students feel spending a moment in the shoes of a battery hen or a child slave? Use this lively and thought-provoking activity to introduce human and animal issues and the connections between them.</p> <p>Be a C.R.I.T.I.C. Students learn to use the C.R.I.T.I.C. technique to help them bring critical thinking skills to any information they receive, whether from industry, non-profits, government, or media.</p> <p>Behind the Scenes Participants explore the hidden lives of their everyday stuff by investigating how ordinary products come into existence & who/what has been helped or harmed in the creation & distribution of that product.</p> <p>Cast Your Vote Students learn about the "hidden ingredients" in every day products and practice voting their values by "buying" different kinds of items.</p> <p>Choice Cards Participants consider pairs of related behaviors and products and contemplate which choices do more good and less harm.</p> <p>Clothing Line Up We make choices every day about what we wear, but how often do we pay attention to the impact of our clothing choices on others? Students explore more and less harmful clothing options from the perspectives of the animals, other people, and the environment.</p> <p>Council of All Beings What does a mountain wish for? A wolf? A cow? A river? Participants "become" a being or part of nature and share the lives, concerns, hopes and wisdoms of their being in a Council.</p> <p>Earth Court The biggest issues and challenges of our time go on trial as students serve as prosecution, defense, and jury, and then develop a solutions-based sentencing.</p> <p>Find Your Tree Participants get in touch with their senses and nature by finding "their" tree using senses other than sight.</p> <p>Greatest Impact Groups of students analyze the impact of behaviors and product choices to determine which choices have the greatest impact on the environment, on human health and well-being, and on other species.</p> <p>Hear the People This is a great icebreaker for any activity exploring the challenges and impacts surrounding our enormous and growing human population.</p> <p>How'd That Get on my Plate? This activity encourages participants to explore how sample ingredients in our food might affect the environment, people, and animals, and what humane alternatives might exist.</p> <p>Leave Only Footprints Everyone has an ecological footprint. Participants use paper footprints to simulate the impact of their choices on the earth. Extension activities allow students to explore their ecological footprints and what choices can be made to reduce them.</p> <p>Local Treasures Reawaken wonder about the natural world and teach students about the environment in which they live by sending them on a treasure hunt!</p> <p>Risky Business: Exploring Probability Theory Using a realistic scenario, students will be able to calculate basic probabilities pertinent to ecological and human-health concerns of industrial oil sands</p>

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STANDARD	CCSS.ELA-Literacy.RST.9-10.6	<p>Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address</p> <p>Be a C.R.I.T.I.C. Students learn to use the C.R.I.T.I.C. technique to help them bring critical thinking skills to any information they receive, whether from industry, non-profits, government, or media.</p>
STRAND / DOMAIN	CCSS.ELA-Literacy.RST.9-10	Reading Standards for Literacy in Science and Technical Subjects
CATEGORY / CLUSTER		Integration of Knowledge and Ideas
STANDARD	CCSS.ELA-Literacy.RST.9-10.7	<p>Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.</p> <p>Hear the People This is a great icebreaker for any activity exploring the challenges and impacts surrounding our enormous and growing human population.</p> <p>Risky Business: Exploring Probability Theory Using a realistic scenario, students will be able to calculate basic probabilities pertinent to ecological and human-health concerns of industrial oil sands development in Canada; engage in active research of statistical data concerning the industrial development of Canadian oil sands; and produce a risk assessment and action plan presentation based on that research.</p> <p>What is a Humane Life? What's a typical Saturday look like in the life of someone striving to live a more humane life? Participants follow a "humane presenter" or a "humane wannabe" through a reenactment of their day to learn about the whats and whys of making humane choices every day.</p>

STANDARD	CCSS.ELA-Literacy.RST.9-10.8	<p>Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem.</p> <p>Be a C.R.I.T.I.C. Students learn to use the C.R.I.T.I.C. technique to help them bring critical thinking skills to any information they receive, whether from industry, non-profits, government, or media.</p>
STANDARD	CCSS.ELA-Literacy.RST.9-10.9	<p>Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.</p> <p>A Moment in Your Shoes How will students feel spending a moment in the shoes of a battery hen or a child slave? Use this lively and thought-provoking activity to introduce human and animal issues and the connections between them.</p> <p>Be a C.R.I.T.I.C. Students learn to use the C.R.I.T.I.C. technique to help them bring critical thinking skills to any information they receive, whether from industry, non-profits, government, or media.</p> <p>Behind the Scenes Participants explore the hidden lives of their everyday stuff by investigating how ordinary products come into existence & who/what has been helped or harmed in the creation & distribution of that product.</p> <p>Cast Your Vote Students learn about the "hidden ingredients" in every day products and practice voting their values by "buying" different kinds of items.</p> <p>Choice Cards Participants consider pairs of related behaviors and products and contemplate which choices do more good and less harm.</p> <p>Clothing Line Up We make choices every day about what we wear, but how often do we pay attention to the impact of our clothing choices on others? Students explore more and less harmful clothing options from the perspectives of the animals, other people, and the environment.</p> <p>Council of All Beings What does a mountain wish for? A wolf? A cow? A river? Participants "become" a being or part of nature and share the lives, concerns, hopes and wisdoms of their being in a Council.</p> <p>Earth Court The biggest issues and challenges of our time go on trial as students serve as prosecution, defense, and jury, and then develop a solutions-based sentencing.</p> <p>Find Your Tree Participants get in touch with their senses and nature by finding "their" tree using senses other than sight.</p> <p>Greatest Impact Groups of students analyze the impact of behaviors and product choices to determine which choices have the greatest impact on the environment, on human health and well-being, and on other species.</p> <p>Hear the People This is a great icebreaker for any activity exploring the challenges and impacts surrounding our enormous and growing human population.</p> <p>How'd That Get on my Plate? This activity encourages participants to explore how sample ingredients in our food might affect the environment, people, and animals, and what humane alternatives might exist.</p> <p>Leave Only Footprints Everyone has an ecological footprint. Participants use paper footprints to simulate the impact of their choices on the earth. Extension activities allow students to explore their ecological footprints and what choices can be made to reduce them.</p> <p>Local Treasures Reawaken wonder about the natural world and teach students about the environment in which they live by sending them on a treasure hunt!</p> <p>Risky Business: Exploring Probability Theory Using a realistic scenario, students will be able to calculate basic probabilities pertinent to ecological and human-health concerns of industrial oil sands development in Canada; engage in active research of statistical data concerning the industrial development of Canadian oil sands; and produce a risk assessment and action plan presentation based on that research.</p> <p>Scavenger Hunt Help participants rediscover the wonder of the natural world by taking them on an outdoor scavenger hunt for which they'll record their finds, rather than "taking" anything.</p> <p>Smell Teas Awaken wonder, enhance memory skills and explore the sense of smell by having students concoct their own special "smell tea" for other students to</p>

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STRAND / DOMAIN	CCSS.ELA-Literacy.RST.9-10	Reading Standards for Literacy in Science and Technical Subjects
CATEGORY / CLUSTER		Range of Reading and Level of Text Complexity
STANDARD	CCSS.ELA-Literacy.RST.9-10.10	<p>By the end of grade 10, read and comprehend science/technical texts in the grades 9-10 text complexity band independently and proficiently.</p> <p>A Moment in Your Shoes How will students feel spending a moment in the shoes of a battery hen or a child slave? Use this lively and thought-provoking activity to introduce human and animal issues and the connections between them.</p> <p>Be a C.R.I.T.I.C. Students learn to use the C.R.I.T.I.C. technique to help them bring critical thinking skills to any information they receive, whether from industry, non-profits, government, or media.</p> <p>Behind the Scenes Participants explore the hidden lives of their everyday stuff by investigating how ordinary products come into existence & who/what has been helped or harmed in the creation & distribution of that product.</p> <p>Cast Your Vote Students learn about the "hidden ingredients" in every day products and practice voting their values by "buying" different kinds of items.</p> <p>Choice Cards Participants consider pairs of related behaviors and products and contemplate which choices do more good and less harm.</p> <p>Clothing Line Up We make choices every day about what we wear, but how often do we pay attention to the impact of our clothing choices on others? Students explore more and less harmful clothing options from the perspectives of the animals, other people, and the environment.</p> <p>Council of All Beings What does a mountain wish for? A wolf? A cow? A river? Participants "become" a being or part of nature and share the lives, concerns, hopes and wisdoms of their being in a Council.</p> <p>Earth Court The biggest issues and challenges of our time go on trial as students serve as prosecution, defense, and jury, and then develop a solutions-based sentencing.</p> <p>Find Your Tree Participants get in touch with their senses and nature by finding "their" tree using senses other than sight.</p>

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CATEGORY / CLUSTER		Text Types and Purposes
STANDARD	CCSS.ELA-Literacy.WHST.9-10.1	Write arguments focused on discipline-specific content.
EXPECTATION	CCSS.ELA-Literacy.WHST.9-	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among

	10.1a	<p>the claim(s), counterclaims, reasons, and evidence.</p> <p>Earth Court The biggest issues and challenges of our time go on trial as students serve as prosecution, defense, and jury, and then develop a solutions-based sentencing.</p> <p>Greatest Impact Groups of students analyze the impact of behaviors and product choices to determine which choices have the greatest impact on the environment, on human health and well-being, and on other species.</p> <p>How'd That Get on my Plate? This activity encourages participants to explore how sample ingredients in our food might affect the environment, people, and animals, and what humane alternatives might exist.</p> <p>Leave Only Footprints Everyone has an ecological footprint. Participants use paper footprints to simulate the impact of their choices on the earth. Extension activities allow students to explore their ecological footprints and what choices can be made to reduce them.</p> <p>Risky Business: Exploring Probability Theory Using a realistic scenario, students will be able to calculate basic probabilities pertinent to ecological and human-health concerns of industrial oil sands development in Canada; engage in active research of statistical data concerning the industrial development of Canadian oil sands; and produce a risk assessment and action plan presentation based on that research.</p> <p>Spaceship Earth Our fossil fuels are gone! How will we survive and thrive without them? Students explore two scenarios and develop plans of action for living successfully and sustainably.</p> <p>Sustainer Students become castaways on a remote and pristine island and must determine how to live in a way that is sustainable for all.</p> <p>The Third Side: Beyond Either/or Thinking Many people view the world through a lens of black and white, either/or. In this activity groups of students work together to explore a variety of possible solutions to a global issues conflict.</p>
EXPECTATION	CCSS.ELA-Literacy.WHST.9-10.1b	<p>Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.</p> <p>Earth Court The biggest issues and challenges of our time go on trial as students serve as prosecution, defense, and jury, and then develop a solutions-based sentencing.</p> <p>How'd That Get on my Plate? This activity encourages participants to explore how sample ingredients in our food might affect the environment, people, and animals, and what humane alternatives might exist.</p> <p>Risky Business: Exploring Probability Theory Using a realistic scenario, students will be able to calculate basic probabilities pertinent to ecological and human-health concerns of industrial oil sands development in Canada; engage in active research of statistical data concerning the industrial development of Canadian oil sands; and produce a risk assessment and action plan presentation based on that research.</p> <p>Spaceship Earth Our fossil fuels are gone! How will we survive and thrive without them? Students explore two scenarios and develop plans of action for living successfully and sustainably.</p> <p>Sustainer Students become castaways on a remote and pristine island and must determine how to live in a way that is sustainable for all.</p> <p>The Third Side: Beyond Either/or Thinking Many people view the world through a lens of black and white, either/or. In this activity groups of students work together to explore a variety of possible solutions to a global issues conflict.</p>
EXPECTATION	CCSS.ELA-Literacy.WHST.9-10.1c	<p>Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>Earth Court The biggest issues and challenges of our time go on trial as students serve as prosecution, defense, and jury, and then develop a solutions-based sentencing.</p> <p>Greatest Impact Groups of students analyze the impact of behaviors and product choices to determine which choices have the greatest impact on the environment, on</p>

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<p>EXPECTATION</p>	<p>CCSS.ELA-Literacy.WHST.9-10.1d</p>	<p>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>Earth Court The biggest issues and challenges of our time go on trial as students serve as prosecution, defense, and jury, and then develop a solutions-based sentencing.</p> <p>Greatest Impact Groups of students analyze the impact of behaviors and product choices to determine which choices have the greatest impact on the environment, on human health and well-being, and on other species.</p> <p>Leave Only Footprints Everyone has an ecological footprint. Participants use paper footprints to simulate the impact of their choices on the earth. Extension activities allow students to explore their ecological footprints and what choices can be made to reduce them.</p> <p>Risky Business: Exploring Probability Theory Using a realistic scenario, students will be able to calculate basic probabilities pertinent to ecological and human-health concerns of industrial oil sands development in Canada; engage in active research of statistical data concerning the industrial development of Canadian oil sands; and produce a risk assessment and action plan presentation based on that research.</p> <p>Spaceship Earth Our fossil fuels are gone! How will we survive and thrive without them? Students explore two scenarios and develop plans of action for living successfully and sustainably.</p> <p>Sustainer Students become castaways on a remote and pristine island and must determine how to live in a way that is sustainable for all.</p> <p>The Third Side: Beyond Either/or Thinking Many people view the world through a lens of black and white, either/or. In this activity groups of students work together to explore a variety of possible solutions to a global issues conflict.</p>
<p>EXPECTATION</p>	<p>CCSS.ELA-Literacy.WHST.9-10.1e</p>	<p>Provide a concluding statement or section that follows from or supports the argument presented.</p> <p>Earth Court The biggest issues and challenges of our time go on trial as students serve as prosecution, defense, and jury, and then develop a solutions-based sentencing.</p> <p>Greatest Impact Groups of students analyze the impact of behaviors and product choices to determine which choices have the greatest impact on the environment, on human health and well-being, and on other species.</p> <p>How'd That Get on my Plate? This activity encourages participants to explore how sample ingredients in our food might affect the environment, people, and animals, and what humane alternatives might exist.</p> <p>Leave Only Footprints Everyone has an ecological footprint. Participants use paper footprints to</p>

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STRAND / DOMAIN	CCSS.ELA-Literacy.WHST.9-10	Writing Standards for Literacy in Science and Technical Subjects
CATEGORY / CLUSTER		Text Types and Purposes
STANDARD	CCSS.ELA-Literacy.WHST.9-10.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
EXPECTATION	CCSS.ELA-Literacy.WHST.9-10.2a	<p>Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>Earth Court The biggest issues and challenges of our time go on trial as students serve as prosecution, defense, and jury, and then develop a solutions-based sentencing.</p> <p>Greatest Impact Groups of students analyze the impact of behaviors and product choices to determine which choices have the greatest impact on the environment, on human health and well-being, and on other species.</p> <p>How'd That Get on my Plate? This activity encourages participants to explore how sample ingredients in our food might affect the environment, people, and animals, and what humane alternatives might exist.</p> <p>Leave Only Footprints Everyone has an ecological footprint. Participants use paper footprints to simulate the impact of their choices on the earth. Extension activities allow students to explore their ecological footprints and what choices can be made to reduce them.</p> <p>Risky Business: Exploring Probability Theory Using a realistic scenario, students will be able to calculate basic probabilities pertinent to ecological and human-health concerns of industrial oil sands development in Canada; engage in active research of statistical data concerning the industrial development of Canadian oil sands; and produce a risk assessment and action plan presentation based on that research.</p> <p>Spaceship Earth Our fossil fuels are gone! How will we survive and thrive without them? Students explore two scenarios and develop plans of action for living successfully and sustainably.</p> <p>Sustainer Students become castaways on a remote and pristine island and must determine how to live in a way that is sustainable for all.</p> <p>The Third Side: Beyond Either/or Thinking Many people view the world through a lens of black and white, either/or. In this activity groups of students work together to explore a variety of possible solutions to a global issues conflict.</p>
EXPECTATION	CCSS.ELA-Literacy.WHST.9-10.2b	<p>Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>Earth Court The biggest issues and challenges of our time go on trial as students serve as prosecution, defense, and jury, and then develop a solutions-based sentencing.</p>

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EXPECTATION	CCSS.ELA-Literacy.WHST.9-10.2c	<p>Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.</p> <p>Earth Court The biggest issues and challenges of our time go on trial as students serve as prosecution, defense, and jury, and then develop a solutions-based sentencing.</p> <p>Greatest Impact Groups of students analyze the impact of behaviors and product choices to determine which choices have the greatest impact on the environment, on human health and well-being, and on other species.</p> <p>Leave Only Footprints Everyone has an ecological footprint. Participants use paper footprints to simulate the impact of their choices on the earth. Extension activities allow students to explore their ecological footprints and what choices can be made to reduce them.</p> <p>Risky Business: Exploring Probability Theory Using a realistic scenario, students will be able to calculate basic probabilities pertinent to ecological and human-health concerns of industrial oil sands development in Canada; engage in active research of statistical data concerning the industrial development of Canadian oil sands; and produce a risk assessment and action plan presentation based on that research.</p> <p>Spaceship Earth Our fossil fuels are gone! How will we survive and thrive without them? Students explore two scenarios and develop plans of action for living successfully and sustainably.</p> <p>Sustainer Students become castaways on a remote and pristine island and must determine how to live in a way that is sustainable for all.</p> <p>The Third Side: Beyond Either/or Thinking Many people view the world through a lens of black and white, either/or. In this activity groups of students work together to explore a variety of possible solutions to a global issues conflict.</p>
EXPECTATION	CCSS.ELA-Literacy.WHST.9-10.2d	<p>Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.</p> <p>Earth Court The biggest issues and challenges of our time go on trial as students serve as prosecution, defense, and jury, and then develop a solutions-based sentencing.</p> <p>Greatest Impact Groups of students analyze the impact of behaviors and product choices to determine which choices have the greatest impact on the environment, on human health and well-being, and on other species.</p> <p>Leave Only Footprints Everyone has an ecological footprint. Participants use paper footprints to</p>

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<p>EXPECTATION</p>	<p>CCSS.ELA-Literacy.WHST.9-10.2e</p>	<p>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>Earth Court The biggest issues and challenges of our time go on trial as students serve as prosecution, defense, and jury, and then develop a solutions-based sentencing.</p> <p>Greatest Impact Groups of students analyze the impact of behaviors and product choices to determine which choices have the greatest impact on the environment, on human health and well-being, and on other species.</p> <p>Leave Only Footprints Everyone has an ecological footprint. Participants use paper footprints to simulate the impact of their choices on the earth. Extension activities allow students to explore their ecological footprints and what choices can be made to reduce them.</p> <p>Risky Business: Exploring Probability Theory Using a realistic scenario, students will be able to calculate basic probabilities pertinent to ecological and human-health concerns of industrial oil sands development in Canada; engage in active research of statistical data concerning the industrial development of Canadian oil sands; and produce a risk assessment and action plan presentation based on that research.</p> <p>Spaceship Earth Our fossil fuels are gone! How will we survive and thrive without them? Students explore two scenarios and develop plans of action for living successfully and sustainably.</p> <p>Sustainer Students become castaways on a remote and pristine island and must determine how to live in a way that is sustainable for all.</p> <p>The Third Side: Beyond Either/or Thinking Many people view the world through a lens of black and white, either/or. In this activity groups of students work together to explore a variety of possible solutions to a global issues conflict.</p>
<p>EXPECTATION</p>	<p>CCSS.ELA-Literacy.WHST.9-10.2f</p>	<p>Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p> <p>Earth Court The biggest issues and challenges of our time go on trial as students serve as prosecution, defense, and jury, and then develop a solutions-based sentencing.</p> <p>How'd That Get on my Plate? This activity encourages participants to explore how sample ingredients in our food might affect the environment, people, and animals, and what humane alternatives might exist.</p> <p>Risky Business: Exploring Probability Theory Using a realistic scenario, students will be able to calculate basic probabilities pertinent to ecological and human-health concerns of industrial oil sands development in Canada; engage in active research of statistical data concerning the industrial development of Canadian oil sands; and produce a risk assessment and action plan presentation based on that research.</p> <p>Spaceship Earth Our fossil fuels are gone! How will we survive and thrive without them? Students explore two scenarios and develop plans of action for living successfully and sustainably.</p> <p>Sustainer Students become castaways on a remote and pristine island and must</p>

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STRAND / DOMAIN	CCSS.ELA-Literacy.WHST.9-10	Writing Standards for Literacy in Science and Technical Subjects
CATEGORY / CLUSTER		Text Types and Purposes
STANDARD	CCSS.ELA-Literacy.WHST.9-10.3	(See note; not applicable as a separate requirement)
EXPECTATION	CCSS.ELA-Literacy.WHST.9-10.3a	Note: Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results. Earth Court The biggest issues and challenges of our time go on trial as students serve as prosecution, defense, and jury, and then develop a solutions-based sentencing. How'd That Get on my Plate? This activity encourages participants to explore how sample ingredients in our food might affect the environment, people, and animals, and what humane alternatives might exist. Risky Business: Exploring Probability Theory Using a realistic scenario, students will be able to calculate basic probabilities pertinent to ecological and human-health concerns of industrial oil sands development in Canada; engage in active research of statistical data concerning the industrial development of Canadian oil sands; and produce a risk assessment and action plan presentation based on that research. Spaceship Earth Our fossil fuels are gone! How will we survive and thrive without them? Students explore two scenarios and develop plans of action for living successfully and sustainably. Sustainer Students become castaways on a remote and pristine island and must determine how to live in a way that is sustainable for all. The Third Side: Beyond Either/or Thinking Many people view the world through a lens of black and white, either/or. In this activity groups of students work together to explore a variety of possible solutions to a global issues conflict.
STRAND / DOMAIN	CCSS.ELA-Literacy.WHST.9-10	Writing Standards for Literacy in Science and Technical Subjects
CATEGORY / CLUSTER		Production and Distribution of Writing
STANDARD	CCSS.ELA-Literacy.WHST.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Earth Court The biggest issues and challenges of our time go on trial as students serve as prosecution, defense, and jury, and then develop a solutions-based sentencing. Greatest Impact Groups of students analyze the impact of behaviors and product choices to determine which choices have the greatest impact on the environment, on human health and well-being, and on other species. Leave Only Footprints Everyone has an ecological footprint. Participants use paper footprints to simulate the impact of their choices on the earth. Extension activities allow students to explore their ecological footprints and what choices can be made to reduce them. Risky Business: Exploring Probability Theory Using a realistic scenario, students will be able to calculate basic probabilities pertinent to ecological and human-health concerns of industrial oil sands development in Canada; engage in active research of statistical data concerning the industrial development of Canadian oil sands; and produce a risk assessment and action plan presentation based on that research. Scavenger Hunt Help participants rediscover the wonder of the natural world by taking them on

		<p>an outdoor scavenger hunt for which they'll record their finds, rather than "taking" anything.</p> <p>Smell Teas Awaken wonder, enhance memory skills and explore the sense of smell by having students concoct their own special "smell tea" for other students to identify...only by smell!</p> <p>Spaceship Earth Our fossil fuels are gone! How will we survive and thrive without them? Students explore two scenarios and develop plans of action for living successfully and sustainably.</p> <p>Sustainer Students become castaways on a remote and pristine island and must determine how to live in a way that is sustainable for all.</p> <p>The Third Side: Beyond Either/or Thinking Many people view the world through a lens of black and white, either/or. In this activity groups of students work together to explore a variety of possible solutions to a global issues conflict.</p> <p>True Price Students will explore the positive & negative impacts of our product choices on themselves, other people, animals, and the earth.</p> <p>What Price Beauty? This activity encourages students to explore and think critically about the impacts of the ingredients in the personal care products that they use on themselves, other people, animals and the environment, as well as how branding and marketing play into our choices.</p> <p>Which Harms Less? Great for a larger assembly, this activity asks students to compare pairs of similar products to consider which of the two helps more and harms less.</p> <p>Whom Do You Pet & Whom Do You Eat? Lead students in an activity which explores why we treat different types of animals differently, and how we can learn to view them with different eyes.</p>
STANDARD	CCSS.ELA-Literacy.WHST.9-10.5	<p>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>Earth Court The biggest issues and challenges of our time go on trial as students serve as prosecution, defense, and jury, and then develop a solutions-based sentencing.</p> <p>Greatest Impact Groups of students analyze the impact of behaviors and product choices to determine which choices have the greatest impact on the environment, on human health and well-being, and on other species.</p> <p>Leave Only Footprints Everyone has an ecological footprint. Participants use paper footprints to simulate the impact of their choices on the earth. Extension activities allow students to explore their ecological footprints and what choices can be made to reduce them.</p> <p>Risky Business: Exploring Probability Theory Using a realistic scenario, students will be able to calculate basic probabilities pertinent to ecological and human-health concerns of industrial oil sands development in Canada; engage in active research of statistical data concerning the industrial development of Canadian oil sands; and produce a risk assessment and action plan presentation based on that research.</p> <p>Spaceship Earth Our fossil fuels are gone! How will we survive and thrive without them? Students explore two scenarios and develop plans of action for living successfully and sustainably.</p> <p>Sustainer Students become castaways on a remote and pristine island and must determine how to live in a way that is sustainable for all.</p> <p>The Third Side: Beyond Either/or Thinking Many people view the world through a lens of black and white, either/or. In this activity groups of students work together to explore a variety of possible solutions to a global issues conflict.</p>
STANDARD	CCSS.ELA-Literacy.WHST.9-10.6	<p>Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.</p> <p>Greatest Impact Groups of students analyze the impact of behaviors and product choices to determine which choices have the greatest impact on the environment, on human health and well-being, and on other species.</p> <p>How'd That Get on my Plate? This activity encourages participants to explore how sample ingredients in our food might affect the environment, people, and animals, and what humane</p>

		<p>alternatives might exist.</p> <p>Risky Business: Exploring Probability Theory Using a realistic scenario, students will be able to calculate basic probabilities pertinent to ecological and human-health concerns of industrial oil sands development in Canada; engage in active research of statistical data concerning the industrial development of Canadian oil sands; and produce a risk assessment and action plan presentation based on that research.</p>
STRAND / DOMAIN	CCSS.ELA-Literacy.WHST.9-10	Writing Standards for Literacy in Science and Technical Subjects
CATEGORY / CLUSTER		Research to Build and Present Knowledge
STANDARD	CCSS.ELA-Literacy.WHST.9-10.7	<p>Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>Be a C.R.I.T.I.C. Students learn to use the C.R.I.T.I.C. technique to help them bring critical thinking skills to any information they receive, whether from industry, non-profits, government, or media.</p> <p>Greatest Impact Groups of students analyze the impact of behaviors and product choices to determine which choices have the greatest impact on the environment, on human health and well-being, and on other species.</p> <p>How'd That Get on my Plate? This activity encourages participants to explore how sample ingredients in our food might affect the environment, people, and animals, and what humane alternatives might exist.</p> <p>Risky Business: Exploring Probability Theory Using a realistic scenario, students will be able to calculate basic probabilities pertinent to ecological and human-health concerns of industrial oil sands development in Canada; engage in active research of statistical data concerning the industrial development of Canadian oil sands; and produce a risk assessment and action plan presentation based on that research.</p> <p>What Price Beauty? This activity encourages students to explore and think critically about the impacts of the ingredients in the personal care products that they use on themselves, other people, animals and the environment, as well as how branding and marketing play into our choices.</p>
STANDARD	CCSS.ELA-Literacy.WHST.9-10.8	<p>Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p> <p>Be a C.R.I.T.I.C. Students learn to use the C.R.I.T.I.C. technique to help them bring critical thinking skills to any information they receive, whether from industry, non-profits, government, or media.</p> <p>Greatest Impact Groups of students analyze the impact of behaviors and product choices to determine which choices have the greatest impact on the environment, on human health and well-being, and on other species.</p> <p>How'd That Get on my Plate? This activity encourages participants to explore how sample ingredients in our food might affect the environment, people, and animals, and what humane alternatives might exist.</p> <p>Risky Business: Exploring Probability Theory Using a realistic scenario, students will be able to calculate basic probabilities pertinent to ecological and human-health concerns of industrial oil sands development in Canada; engage in active research of statistical data concerning the industrial development of Canadian oil sands; and produce a risk assessment and action plan presentation based on that research.</p> <p>What Price Beauty? This activity encourages students to explore and think critically about the impacts of the ingredients in the personal care products that they use on themselves, other people, animals and the environment, as well as how branding and marketing play into our choices.</p>
STANDARD	CCSS.ELA-Literacy.WHST.9-10.9	<p>Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>Be a C.R.I.T.I.C. Students learn to use the C.R.I.T.I.C. technique to help them bring critical thinking skills to any information they receive, whether from industry, non-</p>

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STRAND / DOMAIN	CCSS.ELA-Literacy.WHST.9-10	Writing Standards for Literacy in Science and Technical Subjects
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CATEGORY / CLUSTER		Range of Writing
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STANDARD	CCSS.ELA-Literacy.WHST.9-10.10	<p>Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>Earth Court The biggest issues and challenges of our time go on trial as students serve as prosecution, defense, and jury, and then develop a solutions-based sentencing.</p> <p>Greatest Impact Groups of students analyze the impact of behaviors and product choices to determine which choices have the greatest impact on the environment, on human health and well-being, and on other species.</p> <p>How'd That Get on my Plate? This activity encourages participants to explore how sample ingredients in our food might affect the environment, people, and animals, and what humane alternatives might exist.</p> <p>Leave Only Footprints Everyone has an ecological footprint. Participants use paper footprints to simulate the impact of their choices on the earth. Extension activities allow students to explore their ecological footprints and what choices can be made to reduce them.</p> <p>Risky Business: Exploring Probability Theory Using a realistic scenario, students will be able to calculate basic probabilities pertinent to ecological and human-health concerns of industrial oil sands development in Canada; engage in active research of statistical data concerning the industrial development of Canadian oil sands; and produce a risk assessment and action plan presentation based on that research.</p> <p>Spaceship Earth Our fossil fuels are gone! How will we survive and thrive without them? Students explore two scenarios and develop plans of action for living successfully and sustainably.</p> <p>Sustainer Students become castaways on a remote and pristine island and must determine how to live in a way that is sustainable for all.</p> <p>The Third Side: Beyond Either/or Thinking Many people view the world through a lens of black and white, either/or. In this activity groups of students work together to explore a variety of possible solutions to a global issues conflict.</p> <p>What Price Beauty? This activity encourages students to explore and think critically about the impacts of the ingredients in the personal care products that they use on themselves, other people, animals and the environment, as well as how branding and marketing play into our choices.</p>
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Common Core State Standards

Science

Grade 11 - Adopted 2010

STRAND / DOMAIN	CCSS.ELA-Literacy.RST.11-12	Reading Standards for Literacy in Science and Technical Subjects
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CATEGORY / CLUSTER		Key Ideas and Details
STANDARD	CCSS.ELA-Literacy.RST.11-12.1	<p>Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.</p> <p>Be a C.R.I.T.I.C. Students learn to use the C.R.I.T.I.C. technique to help them bring critical thinking skills to any information they receive, whether from industry, non-profits, government, or media.</p> <p>Earth Court The biggest issues and challenges of our time go on trial as students serve as prosecution, defense, and jury, and then develop a solutions-based sentencing.</p> <p>How'd That Get on my Plate? This activity encourages participants to explore how sample ingredients in our food might affect the environment, people, and animals, and what humane alternatives might exist.</p> <p>Risky Business: Exploring Probability Theory Using a realistic scenario, students will be able to calculate basic probabilities pertinent to ecological and human-health concerns of industrial oil sands development in Canada; engage in active research of statistical data concerning the industrial development of Canadian oil sands; and produce a risk assessment and action plan presentation based on that research.</p> <p>Spaceship Earth Our fossil fuels are gone! How will we survive and thrive without them? Students explore two scenarios and develop plans of action for living successfully and sustainably.</p> <p>Sustainer Students become castaways on a remote and pristine island and must determine how to live in a way that is sustainable for all.</p> <p>The Third Side: Beyond Either/or Thinking Many people view the world through a lens of black and white, either/or. In this activity groups of students work together to explore a variety of possible solutions to a global issues conflict.</p>
STANDARD	CCSS.ELA-Literacy.RST.11-12.2	<p>Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.</p> <p>A Moment in Your Shoes How will students feel spending a moment in the shoes of a battery hen or a child slave? Use this lively and thought-provoking activity to introduce human and animal issues and the connections between them.</p> <p>Be a C.R.I.T.I.C. Students learn to use the C.R.I.T.I.C. technique to help them bring critical thinking skills to any information they receive, whether from industry, non-profits, government, or media.</p> <p>Behind the Scenes Participants explore the hidden lives of their everyday stuff by investigating how ordinary products come into existence & who/what has been helped or harmed in the creation & distribution of that product.</p> <p>Cast Your Vote Students learn about the “hidden ingredients” in every day products and practice voting their values by “buying” different kinds of items.</p> <p>Choice Cards Participants consider pairs of related behaviors and products and contemplate which choices do more good and less harm.</p> <p>Clothing Line Up We make choices every day about what we wear, but how often do we pay attention to the impact of our clothing choices on others? Students explore more and less harmful clothing options from the perspectives of the animals, other people, and the environment.</p> <p>Council of All Beings What does a mountain wish for? A wolf? A cow? A river? Participants “become” a being or part of nature and share the lives, concerns, hopes and wisdoms of their being in a Council.</p> <p>Earth Court The biggest issues and challenges of our time go on trial as students serve as prosecution, defense, and jury, and then develop a solutions-based sentencing.</p> <p>Find Your Tree Participants get in touch with their senses and nature by finding “their” tree using senses other than sight.</p> <p>Greatest Impact Groups of students analyze the impact of behaviors and product choices to determine which choices have the greatest impact on the environment, on</p>

human health and well-being, and on other species.

Hear the People

This is a great icebreaker for any activity exploring the challenges and impacts surrounding our enormous and growing human population.

How'd That Get on my Plate?

This activity encourages participants to explore how sample ingredients in our food might affect the environment, people, and animals, and what humane alternatives might exist.

Leave Only Footprints

Everyone has an ecological footprint. Participants use paper footprints to simulate the impact of their choices on the earth. Extension activities allow students to explore their ecological footprints and what choices can be made to reduce them.

Local Treasures

Reawaken wonder about the natural world and teach students about the environment in which they live by sending them on a treasure hunt!

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Scavenger Hunt

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The Third Side: Beyond Either/or Thinking

Many people view the world through a lens of black and white, either/or. In this activity groups of students work together to explore a variety of possible solutions to a global issues conflict.

True Price

Students will explore the positive & negative impacts of our product choices on themselves, other people, animals, and the earth.

What Price Beauty?

This activity encourages students to explore and think critically about the impacts of the ingredients in the personal care products that they use on themselves, other people, animals and the environment, as well as how branding and marketing play into our choices.

What is a Humane Life?

What's a typical Saturday look like in the life of someone striving to live a more humane life? Participants follow a "humane presenter" or a "humane wannabe" through a reenactment of their day to learn about the whats and whys of making humane choices every day.

Which Harms Less?

Great for a larger assembly, this activity asks students to compare pairs of similar products to consider which of the two helps more and harms less.

Whom Do You Pet & Whom Do You Eat?

Lead students in an activity which explores why we treat different types of animals differently, and how we can learn to view them with different eyes.

Wonder Walk

Participants take turns leading each other on a silent Wonder Walk to discover the natural world with their 5 senses.

STRAND /
DOMAIN

CCSS.ELA-
Literacy.RST.11-
12

Reading Standards for Literacy in Science and Technical Subjects

CATEGORY /
CLUSTER

Craft and Structure

STANDARD

CCSS.ELA-
Literacy.RST.11-
12.4

Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics.

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STANDARD	CCSS.ELA-Literacy.RST.11-12.5	<p>Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.</p> <p>A Moment in Your Shoes How will students feel spending a moment in the shoes of a battery hen or a child slave? Use this lively and thought-provoking activity to introduce human and animal issues and the connections between them.</p> <p>Be a C.R.I.T.I.C. Students learn to use the C.R.I.T.I.C. technique to help them bring critical thinking skills to any information they receive, whether from industry, non-profits, government, or media.</p> <p>Behind the Scenes Participants explore the hidden lives of their everyday stuff by investigating how ordinary products come into existence & who/what has been helped or harmed in the creation & distribution of that product.</p> <p>Cast Your Vote Students learn about the "hidden ingredients" in every day products and practice voting their values by "buying" different kinds of items.</p> <p>Choice Cards Participants consider pairs of related behaviors and products and contemplate which choices do more good and less harm.</p> <p>Clothing Line Up We make choices every day about what we wear, but how often do we pay attention to the impact of our clothing choices on others? Students explore more and less harmful clothing options from the perspectives of the animals, other people, and the environment.</p> <p>Council of All Beings What does a mountain wish for? A wolf? A cow? A river? Participants "become" a being or part of nature and share the lives, concerns, hopes and wisdoms of their being in a Council.</p> <p>Earth Court The biggest issues and challenges of our time go on trial as students serve as prosecution, defense, and jury, and then develop a solutions-based sentencing.</p> <p>Find Your Tree Participants get in touch with their senses and nature by finding "their" tree using senses other than sight.</p> <p>Greatest Impact Groups of students analyze the impact of behaviors and product choices to determine which choices have the greatest impact on the environment, on human health and well-being, and on other species.</p> <p>Hear the People This is a great icebreaker for any activity exploring the challenges and impacts surrounding our enormous and growing human population.</p> <p>How'd That Get on my Plate? This activity encourages participants to explore how sample ingredients in our food might affect the environment, people, and animals, and what humane alternatives might exist.</p> <p>Leave Only Footprints Everyone has an ecological footprint. Participants use paper footprints to simulate the impact of their choices on the earth. Extension activities allow students to explore their ecological footprints and what choices can be made to reduce them.</p> <p>Local Treasures Reawaken wonder about the natural world and teach students about the environment in which they live by sending them on a treasure hunt!</p> <p>Risky Business: Exploring Probability Theory Using a realistic scenario, students will be able to calculate basic</p>

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STANDARD

CCSS.ELA-Literacy.RST.11-12.6

Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.

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STRAND / DOMAIN	CCSS.ELA-Literacy.RST.11-12	Reading Standards for Literacy in Science and Technical Subjects
CATEGORY /		Integration of Knowledge and Ideas

CLUSTER		
STANDARD	CCSS.ELA-Literacy.RST.11-12.7	<p>Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.</p> <p>Be a C.R.I.T.I.C. Students learn to use the C.R.I.T.I.C. technique to help them bring critical thinking skills to any information they receive, whether from industry, non-profits, government, or media.</p> <p>Risky Business: Exploring Probability Theory Using a realistic scenario, students will be able to calculate basic probabilities pertinent to ecological and human-health concerns of industrial oil sands development in Canada; engage in active research of statistical data concerning the industrial development of Canadian oil sands; and produce a risk assessment and action plan presentation based on that research.</p>
STANDARD	CCSS.ELA-Literacy.RST.11-12.8	<p>Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.</p> <p>Be a C.R.I.T.I.C. Students learn to use the C.R.I.T.I.C. technique to help them bring critical thinking skills to any information they receive, whether from industry, non-profits, government, or media.</p>
STANDARD	CCSS.ELA-Literacy.RST.11-12.9	<p>Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p>Earth Court The biggest issues and challenges of our time go on trial as students serve as prosecution, defense, and jury, and then develop a solutions-based sentencing.</p> <p>Greatest Impact Groups of students analyze the impact of behaviors and product choices to determine which choices have the greatest impact on the environment, on human health and well-being, and on other species.</p> <p>Leave Only Footprints Everyone has an ecological footprint. Participants use paper footprints to simulate the impact of their choices on the earth. Extension activities allow students to explore their ecological footprints and what choices can be made to reduce them.</p> <p>Risky Business: Exploring Probability Theory Using a realistic scenario, students will be able to calculate basic probabilities pertinent to ecological and human-health concerns of industrial oil sands development in Canada; engage in active research of statistical data concerning the industrial development of Canadian oil sands; and produce a risk assessment and action plan presentation based on that research.</p> <p>Scavenger Hunt Help participants rediscover the wonder of the natural world by taking them on an outdoor scavenger hunt for which they'll record their finds, rather than "taking" anything.</p> <p>Smell Teas Awaken wonder, enhance memory skills and explore the sense of smell by having students concoct their own special "smell tea" for other students to identify...only by smell!</p> <p>Spaceship Earth Our fossil fuels are gone! How will we survive and thrive without them? Students explore two scenarios and develop plans of action for living successfully and sustainably.</p> <p>Sustainer Students become castaways on a remote and pristine island and must determine how to live in a way that is sustainable for all.</p> <p>The Third Side: Beyond Either/or Thinking Many people view the world through a lens of black and white, either/or. In this activity groups of students work together to explore a variety of possible solutions to a global issues conflict.</p> <p>True Price Students will explore the positive & negative impacts of our product choices on themselves, other people, animals, and the earth.</p> <p>What Price Beauty? This activity encourages students to explore and think critically about the impacts of the ingredients in the personal care products that they use on themselves, other people, animals and the environment, as well as how branding and marketing play into our choices.</p> <p>Which Harms Less?</p>

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CATEGORY / CLUSTER		Range of Reading and Level of Text Complexity
STANDARD	CCSS.ELA-Literacy.RST.11-12.10	<p>By the end of grade 12, read and comprehend science/technical texts in the grades 11-12 text complexity band independently and proficiently.</p> <p>A Moment in Your Shoes How will students feel spending a moment in the shoes of a battery hen or a child slave? Use this lively and thought-provoking activity to introduce human and animal issues and the connections between them.</p> <p>Be a C.R.I.T.I.C. Students learn to use the C.R.I.T.I.C. technique to help them bring critical thinking skills to any information they receive, whether from industry, non-profits, government, or media.</p> <p>Behind the Scenes Participants explore the hidden lives of their everyday stuff by investigating how ordinary products come into existence & who/what has been helped or harmed in the creation & distribution of that product.</p> <p>Cast Your Vote Students learn about the "hidden ingredients" in every day products and practice voting their values by "buying" different kinds of items.</p> <p>Choice Cards Participants consider pairs of related behaviors and products and contemplate which choices do more good and less harm.</p> <p>Clothing Line Up We make choices every day about what we wear, but how often do we pay attention to the impact of our clothing choices on others? Students explore more and less harmful clothing options from the perspectives of the animals, other people, and the environment.</p> <p>Council of All Beings What does a mountain wish for? A wolf? A cow? A river? Participants "become" a being or part of nature and share the lives, concerns, hopes and wisdoms of their being in a Council.</p> <p>Earth Court The biggest issues and challenges of our time go on trial as students serve as prosecution, defense, and jury, and then develop a solutions-based sentencing.</p> <p>Find Your Tree Participants get in touch with their senses and nature by finding "their" tree using senses other than sight.</p> <p>Greatest Impact Groups of students analyze the impact of behaviors and product choices to determine which choices have the greatest impact on the environment, on human health and well-being, and on other species.</p> <p>Hear the People This is a great icebreaker for any activity exploring the challenges and impacts surrounding our enormous and growing human population.</p> <p>How'd That Get on my Plate? This activity encourages participants to explore how sample ingredients in our food might affect the environment, people, and animals, and what humane alternatives might exist.</p> <p>Leave Only Footprints Everyone has an ecological footprint. Participants use paper footprints to simulate the impact of their choices on the earth. Extension activities allow students to explore their ecological footprints and what choices can be made to reduce them.</p> <p>Local Treasures Reawaken wonder about the natural world and teach students about the environment in which they live by sending them on a treasure hunt!</p> <p>Risky Business: Exploring Probability Theory Using a realistic scenario, students will be able to calculate basic probabilities pertinent to ecological and human-health concerns of industrial oil sands development in Canada; engage in active research of statistical data concerning the industrial development of Canadian oil sands; and produce a risk assessment and action plan presentation based on that research.</p> <p>Scavenger Hunt Help participants rediscover the wonder of the natural world by taking them on an outdoor scavenger hunt for which they'll record their finds, rather than</p>

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CATEGORY / CLUSTER		Text Types and Purposes
STANDARD	CCSS.ELA-Literacy.WHST.11-12.1	Write arguments focused on discipline-specific content.
EXPECTATION	CCSS.ELA-Literacy.WHST.11-12.1a	<p>Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.</p> <p>Earth Court The biggest issues and challenges of our time go on trial as students serve as prosecution, defense, and jury, and then develop a solutions-based sentencing.</p> <p>How'd That Get on my Plate? This activity encourages participants to explore how sample ingredients in our food might affect the environment, people, and animals, and what humane alternatives might exist.</p> <p>Risky Business: Exploring Probability Theory Using a realistic scenario, students will be able to calculate basic probabilities pertinent to ecological and human-health concerns of industrial oil sands development in Canada; engage in active research of statistical data concerning the industrial development of Canadian oil sands; and produce a risk assessment and action plan presentation based on that research.</p> <p>Spaceship Earth Our fossil fuels are gone! How will we survive and thrive without them? Students explore two scenarios and develop plans of action for living successfully and sustainably.</p> <p>Sustainer Students become castaways on a remote and pristine island and must determine how to live in a way that is sustainable for all.</p> <p>The Third Side: Beyond Either/or Thinking Many people view the world through a lens of black and white, either/or. In this activity groups of students work together to explore a variety of possible</p>

		solutions to a global issues conflict.
EXPECTATION	CCSS.ELA-Literacy.WHST.11-12.1b	<p>Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.</p> <p>Earth Court The biggest issues and challenges of our time go on trial as students serve as prosecution, defense, and jury, and then develop a solutions-based sentencing.</p> <p>How'd That Get on my Plate? This activity encourages participants to explore how sample ingredients in our food might affect the environment, people, and animals, and what humane alternatives might exist.</p> <p>Risky Business: Exploring Probability Theory Using a realistic scenario, students will be able to calculate basic probabilities pertinent to ecological and human-health concerns of industrial oil sands development in Canada; engage in active research of statistical data concerning the industrial development of Canadian oil sands; and produce a risk assessment and action plan presentation based on that research.</p> <p>Spaceship Earth Our fossil fuels are gone! How will we survive and thrive without them? Students explore two scenarios and develop plans of action for living successfully and sustainably.</p> <p>Sustainer Students become castaways on a remote and pristine island and must determine how to live in a way that is sustainable for all.</p> <p>The Third Side: Beyond Either/or Thinking Many people view the world through a lens of black and white, either/or. In this activity groups of students work together to explore a variety of possible solutions to a global issues conflict.</p>
EXPECTATION	CCSS.ELA-Literacy.WHST.11-12.1c	<p>Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>Earth Court The biggest issues and challenges of our time go on trial as students serve as prosecution, defense, and jury, and then develop a solutions-based sentencing.</p> <p>How'd That Get on my Plate? This activity encourages participants to explore how sample ingredients in our food might affect the environment, people, and animals, and what humane alternatives might exist.</p> <p>Risky Business: Exploring Probability Theory Using a realistic scenario, students will be able to calculate basic probabilities pertinent to ecological and human-health concerns of industrial oil sands development in Canada; engage in active research of statistical data concerning the industrial development of Canadian oil sands; and produce a risk assessment and action plan presentation based on that research.</p> <p>Spaceship Earth Our fossil fuels are gone! How will we survive and thrive without them? Students explore two scenarios and develop plans of action for living successfully and sustainably.</p> <p>Sustainer Students become castaways on a remote and pristine island and must determine how to live in a way that is sustainable for all.</p> <p>The Third Side: Beyond Either/or Thinking Many people view the world through a lens of black and white, either/or. In this activity groups of students work together to explore a variety of possible solutions to a global issues conflict.</p>
EXPECTATION	CCSS.ELA-Literacy.WHST.11-12.1e	<p>Provide a concluding statement or section that follows from or supports the argument presented.</p> <p>Earth Court The biggest issues and challenges of our time go on trial as students serve as prosecution, defense, and jury, and then develop a solutions-based sentencing.</p> <p>How'd That Get on my Plate? This activity encourages participants to explore how sample ingredients in our food might affect the environment, people, and animals, and what humane alternatives might exist.</p> <p>Risky Business: Exploring Probability Theory</p>

		<p>Using a realistic scenario, students will be able to calculate basic probabilities pertinent to ecological and human-health concerns of industrial oil sands development in Canada; engage in active research of statistical data concerning the industrial development of Canadian oil sands; and produce a risk assessment and action plan presentation based on that research.</p> <p>Spaceship Earth Our fossil fuels are gone! How will we survive and thrive without them? Students explore two scenarios and develop plans of action for living successfully and sustainably.</p> <p>Sustainer Students become castaways on a remote and pristine island and must determine how to live in a way that is sustainable for all.</p> <p>The Third Side: Beyond Either/or Thinking Many people view the world through a lens of black and white, either/or. In this activity groups of students work together to explore a variety of possible solutions to a global issues conflict.</p>
STRAND / DOMAIN	CCSS.ELA-Literacy.WHST.11-12	Writing Standards for Literacy in Science and Technical Subjects
CATEGORY / CLUSTER		Text Types and Purposes
STANDARD	CCSS.ELA-Literacy.WHST.11-12.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
EXPECTATION	CCSS.ELA-Literacy.WHST.11-12.2a	<p>Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>Earth Court The biggest issues and challenges of our time go on trial as students serve as prosecution, defense, and jury, and then develop a solutions-based sentencing.</p> <p>Greatest Impact Groups of students analyze the impact of behaviors and product choices to determine which choices have the greatest impact on the environment, on human health and well-being, and on other species.</p> <p>How'd That Get on my Plate? This activity encourages participants to explore how sample ingredients in our food might affect the environment, people, and animals, and what humane alternatives might exist.</p> <p>Leave Only Footprints Everyone has an ecological footprint. Participants use paper footprints to simulate the impact of their choices on the earth. Extension activities allow students to explore their ecological footprints and what choices can be made to reduce them.</p> <p>Risky Business: Exploring Probability Theory Using a realistic scenario, students will be able to calculate basic probabilities pertinent to ecological and human-health concerns of industrial oil sands development in Canada; engage in active research of statistical data concerning the industrial development of Canadian oil sands; and produce a risk assessment and action plan presentation based on that research.</p> <p>Spaceship Earth Our fossil fuels are gone! How will we survive and thrive without them? Students explore two scenarios and develop plans of action for living successfully and sustainably.</p> <p>Sustainer Students become castaways on a remote and pristine island and must determine how to live in a way that is sustainable for all.</p> <p>The Third Side: Beyond Either/or Thinking Many people view the world through a lens of black and white, either/or. In this activity groups of students work together to explore a variety of possible solutions to a global issues conflict.</p>
EXPECTATION	CCSS.ELA-Literacy.WHST.11-12.2b	<p>Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>Earth Court The biggest issues and challenges of our time go on trial as students serve as prosecution, defense, and jury, and then develop a solutions-based sentencing.</p> <p>Greatest Impact Groups of students analyze the impact of behaviors and product choices to</p>

		<p>determine which choices have the greatest impact on the environment, on human health and well-being, and on other species.</p> <p>How'd That Get on my Plate? This activity encourages participants to explore how sample ingredients in our food might affect the environment, people, and animals, and what humane alternatives might exist.</p> <p>Leave Only Footprints Everyone has an ecological footprint. Participants use paper footprints to simulate the impact of their choices on the earth. Extension activities allow students to explore their ecological footprints and what choices can be made to reduce them.</p> <p>Risky Business: Exploring Probability Theory Using a realistic scenario, students will be able to calculate basic probabilities pertinent to ecological and human-health concerns of industrial oil sands development in Canada; engage in active research of statistical data concerning the industrial development of Canadian oil sands; and produce a risk assessment and action plan presentation based on that research.</p> <p>Spaceship Earth Our fossil fuels are gone! How will we survive and thrive without them? Students explore two scenarios and develop plans of action for living successfully and sustainably.</p> <p>Sustainer Students become castaways on a remote and pristine island and must determine how to live in a way that is sustainable for all.</p> <p>The Third Side: Beyond Either/or Thinking Many people view the world through a lens of black and white, either/or. In this activity groups of students work together to explore a variety of possible solutions to a global issues conflict.</p>
<p>EXPECTATION</p>	<p>CCSS.ELA-Literacy.WHST.11-12.2c</p>	<p>Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>Earth Court The biggest issues and challenges of our time go on trial as students serve as prosecution, defense, and jury, and then develop a solutions-based sentencing.</p> <p>Greatest Impact Groups of students analyze the impact of behaviors and product choices to determine which choices have the greatest impact on the environment, on human health and well-being, and on other species.</p> <p>Leave Only Footprints Everyone has an ecological footprint. Participants use paper footprints to simulate the impact of their choices on the earth. Extension activities allow students to explore their ecological footprints and what choices can be made to reduce them.</p> <p>Risky Business: Exploring Probability Theory Using a realistic scenario, students will be able to calculate basic probabilities pertinent to ecological and human-health concerns of industrial oil sands development in Canada; engage in active research of statistical data concerning the industrial development of Canadian oil sands; and produce a risk assessment and action plan presentation based on that research.</p> <p>Spaceship Earth Our fossil fuels are gone! How will we survive and thrive without them? Students explore two scenarios and develop plans of action for living successfully and sustainably.</p> <p>Sustainer Students become castaways on a remote and pristine island and must determine how to live in a way that is sustainable for all.</p> <p>The Third Side: Beyond Either/or Thinking Many people view the world through a lens of black and white, either/or. In this activity groups of students work together to explore a variety of possible solutions to a global issues conflict.</p>
<p>EXPECTATION</p>	<p>CCSS.ELA-Literacy.WHST.11-12.2d</p>	<p>Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.</p> <p>Earth Court The biggest issues and challenges of our time go on trial as students serve as prosecution, defense, and jury, and then develop a solutions-based sentencing.</p> <p>Greatest Impact Groups of students analyze the impact of behaviors and product choices to determine which choices have the greatest impact on the environment, on human health and well-being, and on other species.</p>

		<p>Leave Only Footprints Everyone has an ecological footprint. Participants use paper footprints to simulate the impact of their choices on the earth. Extension activities allow students to explore their ecological footprints and what choices can be made to reduce them.</p> <p>Risky Business: Exploring Probability Theory Using a realistic scenario, students will be able to calculate basic probabilities pertinent to ecological and human-health concerns of industrial oil sands development in Canada; engage in active research of statistical data concerning the industrial development of Canadian oil sands; and produce a risk assessment and action plan presentation based on that research.</p> <p>Spaceship Earth Our fossil fuels are gone! How will we survive and thrive without them? Students explore two scenarios and develop plans of action for living successfully and sustainably.</p> <p>Sustainer Students become castaways on a remote and pristine island and must determine how to live in a way that is sustainable for all.</p> <p>The Third Side: Beyond Either/or Thinking Many people view the world through a lens of black and white, either/or. In this activity groups of students work together to explore a variety of possible solutions to a global issues conflict.</p>
EXPECTATION	CCSS.ELA-Literacy.WHST.11-12.2e	<p>Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).</p> <p>Earth Court The biggest issues and challenges of our time go on trial as students serve as prosecution, defense, and jury, and then develop a solutions-based sentencing.</p> <p>How'd That Get on my Plate? This activity encourages participants to explore how sample ingredients in our food might affect the environment, people, and animals, and what humane alternatives might exist.</p> <p>Risky Business: Exploring Probability Theory Using a realistic scenario, students will be able to calculate basic probabilities pertinent to ecological and human-health concerns of industrial oil sands development in Canada; engage in active research of statistical data concerning the industrial development of Canadian oil sands; and produce a risk assessment and action plan presentation based on that research.</p> <p>Spaceship Earth Our fossil fuels are gone! How will we survive and thrive without them? Students explore two scenarios and develop plans of action for living successfully and sustainably.</p> <p>Sustainer Students become castaways on a remote and pristine island and must determine how to live in a way that is sustainable for all.</p> <p>The Third Side: Beyond Either/or Thinking Many people view the world through a lens of black and white, either/or. In this activity groups of students work together to explore a variety of possible solutions to a global issues conflict.</p>
STRAND / DOMAIN	CCSS.ELA-Literacy.WHST.11-12	Writing Standards for Literacy in Science and Technical Subjects
CATEGORY / CLUSTER		Text Types and Purposes
STANDARD	CCSS.ELA-Literacy.WHST.11-12.3	(See note; not applicable as a separate requirement)
EXPECTATION	CCSS.ELA-Literacy.WHST.11-12.3a	<p>Note: Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results.</p> <p>Earth Court The biggest issues and challenges of our time go on trial as students serve as prosecution, defense, and jury, and then develop a solutions-based sentencing.</p> <p>How'd That Get on my Plate? This activity encourages participants to explore how sample ingredients in our food might affect the environment, people, and animals, and what</p>

		<p>humane alternatives might exist.</p> <p>Risky Business: Exploring Probability Theory Using a realistic scenario, students will be able to calculate basic probabilities pertinent to ecological and human-health concerns of industrial oil sands development in Canada; engage in active research of statistical data concerning the industrial development of Canadian oil sands; and produce a risk assessment and action plan presentation based on that research.</p> <p>Spaceship Earth Our fossil fuels are gone! How will we survive and thrive without them? Students explore two scenarios and develop plans of action for living successfully and sustainably.</p> <p>Sustainer Students become castaways on a remote and pristine island and must determine how to live in a way that is sustainable for all.</p> <p>The Third Side: Beyond Either/or Thinking Many people view the world through a lens of black and white, either/or. In this activity groups of students work together to explore a variety of possible solutions to a global issues conflict.</p>
STRAND / DOMAIN	CCSS.ELA-Literacy.WHST.11-12	Writing Standards for Literacy in Science and Technical Subjects
CATEGORY / CLUSTER		Production and Distribution of Writing
STANDARD	CCSS.ELA-Literacy.WHST.11-12.4	<p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>Earth Court The biggest issues and challenges of our time go on trial as students serve as prosecution, defense, and jury, and then develop a solutions-based sentencing.</p> <p>Greatest Impact Groups of students analyze the impact of behaviors and product choices to determine which choices have the greatest impact on the environment, on human health and well-being, and on other species.</p> <p>Leave Only Footprints Everyone has an ecological footprint. Participants use paper footprints to simulate the impact of their choices on the earth. Extension activities allow students to explore their ecological footprints and what choices can be made to reduce them.</p> <p>Risky Business: Exploring Probability Theory Using a realistic scenario, students will be able to calculate basic probabilities pertinent to ecological and human-health concerns of industrial oil sands development in Canada; engage in active research of statistical data concerning the industrial development of Canadian oil sands; and produce a risk assessment and action plan presentation based on that research.</p> <p>Scavenger Hunt Help participants rediscover the wonder of the natural world by taking them on an outdoor scavenger hunt for which they'll record their finds, rather than "taking" anything.</p> <p>Smell Teas Awaken wonder, enhance memory skills and explore the sense of smell by having students concoct their own special "smell tea" for other students to identify...only by smell!</p> <p>Spaceship Earth Our fossil fuels are gone! How will we survive and thrive without them? Students explore two scenarios and develop plans of action for living successfully and sustainably.</p> <p>Sustainer Students become castaways on a remote and pristine island and must determine how to live in a way that is sustainable for all.</p> <p>The Third Side: Beyond Either/or Thinking Many people view the world through a lens of black and white, either/or. In this activity groups of students work together to explore a variety of possible solutions to a global issues conflict.</p> <p>True Price Students will explore the positive & negative impacts of our product choices on themselves, other people, animals, and the earth.</p> <p>What Price Beauty? This activity encourages students to explore and think critically about the impacts of the ingredients in the personal care products that they use on themselves, other people, animals and the environment, as well as how branding and marketing play into our choices.</p> <p>Which Harms Less? Great for a larger assembly, this activity asks students to compare pairs of</p>

		similar products to consider which of the two helps more and harms less. Whom Do You Pet & Whom Do You Eat? Lead students in an activity which explores why we treat different types of animals differently, and how we can learn to view them with different eyes.
STANDARD	CCSS.ELA-Literacy.WHST.11-12.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. Earth Court The biggest issues and challenges of our time go on trial as students serve as prosecution, defense, and jury, and then develop a solutions-based sentencing. Greatest Impact Groups of students analyze the impact of behaviors and product choices to determine which choices have the greatest impact on the environment, on human health and well-being, and on other species. Leave Only Footprints Everyone has an ecological footprint. Participants use paper footprints to simulate the impact of their choices on the earth. Extension activities allow students to explore their ecological footprints and what choices can be made to reduce them. Risky Business: Exploring Probability Theory Using a realistic scenario, students will be able to calculate basic probabilities pertinent to ecological and human-health concerns of industrial oil sands development in Canada; engage in active research of statistical data concerning the industrial development of Canadian oil sands; and produce a risk assessment and action plan presentation based on that research. Spaceship Earth Our fossil fuels are gone! How will we survive and thrive without them? Students explore two scenarios and develop plans of action for living successfully and sustainably. Sustainer Students become castaways on a remote and pristine island and must determine how to live in a way that is sustainable for all. The Third Side: Beyond Either/or Thinking Many people view the world through a lens of black and white, either/or. In this activity groups of students work together to explore a variety of possible solutions to a global issues conflict.
STANDARD	CCSS.ELA-Literacy.WHST.11-12.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. Greatest Impact Groups of students analyze the impact of behaviors and product choices to determine which choices have the greatest impact on the environment, on human health and well-being, and on other species. How'd That Get on my Plate? This activity encourages participants to explore how sample ingredients in our food might affect the environment, people, and animals, and what humane alternatives might exist. Risky Business: Exploring Probability Theory Using a realistic scenario, students will be able to calculate basic probabilities pertinent to ecological and human-health concerns of industrial oil sands development in Canada; engage in active research of statistical data concerning the industrial development of Canadian oil sands; and produce a risk assessment and action plan presentation based on that research.
STRAND / DOMAIN	CCSS.ELA-Literacy.WHST.11-12	Writing Standards for Literacy in Science and Technical Subjects
CATEGORY / CLUSTER		Research to Build and Present Knowledge
STANDARD	CCSS.ELA-Literacy.WHST.11-12.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. Be a C.R.I.T.I.C. Students learn to use the C.R.I.T.I.C. technique to help them bring critical thinking skills to any information they receive, whether from industry, non-profits, government, or media. Greatest Impact Groups of students analyze the impact of behaviors and product choices to determine which choices have the greatest impact on the environment, on

		<p>human health and well-being, and on other species.</p> <p>How'd That Get on my Plate? This activity encourages participants to explore how sample ingredients in our food might affect the environment, people, and animals, and what humane alternatives might exist.</p> <p>Risky Business: Exploring Probability Theory Using a realistic scenario, students will be able to calculate basic probabilities pertinent to ecological and human-health concerns of industrial oil sands development in Canada; engage in active research of statistical data concerning the industrial development of Canadian oil sands; and produce a risk assessment and action plan presentation based on that research.</p> <p>What Price Beauty? This activity encourages students to explore and think critically about the impacts of the ingredients in the personal care products that they use on themselves, other people, animals and the environment, as well as how branding and marketing play into our choices.</p>
STANDARD	CCSS.ELA-Literacy.WHST.11-12.8	<p>Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p>Be a C.R.I.T.I.C. Students learn to use the C.R.I.T.I.C. technique to help them bring critical thinking skills to any information they receive, whether from industry, non-profits, government, or media.</p> <p>Greatest Impact Groups of students analyze the impact of behaviors and product choices to determine which choices have the greatest impact on the environment, on human health and well-being, and on other species.</p> <p>How'd That Get on my Plate? This activity encourages participants to explore how sample ingredients in our food might affect the environment, people, and animals, and what humane alternatives might exist.</p> <p>Risky Business: Exploring Probability Theory Using a realistic scenario, students will be able to calculate basic probabilities pertinent to ecological and human-health concerns of industrial oil sands development in Canada; engage in active research of statistical data concerning the industrial development of Canadian oil sands; and produce a risk assessment and action plan presentation based on that research.</p> <p>What Price Beauty? This activity encourages students to explore and think critically about the impacts of the ingredients in the personal care products that they use on themselves, other people, animals and the environment, as well as how branding and marketing play into our choices.</p>
STANDARD	CCSS.ELA-Literacy.WHST.11-12.9	<p>Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>Be a C.R.I.T.I.C. Students learn to use the C.R.I.T.I.C. technique to help them bring critical thinking skills to any information they receive, whether from industry, non-profits, government, or media.</p> <p>Greatest Impact Groups of students analyze the impact of behaviors and product choices to determine which choices have the greatest impact on the environment, on human health and well-being, and on other species.</p> <p>How'd That Get on my Plate? This activity encourages participants to explore how sample ingredients in our food might affect the environment, people, and animals, and what humane alternatives might exist.</p> <p>Risky Business: Exploring Probability Theory Using a realistic scenario, students will be able to calculate basic probabilities pertinent to ecological and human-health concerns of industrial oil sands development in Canada; engage in active research of statistical data concerning the industrial development of Canadian oil sands; and produce a risk assessment and action plan presentation based on that research.</p> <p>What Price Beauty? This activity encourages students to explore and think critically about the impacts of the ingredients in the personal care products that they use on themselves, other people, animals and the environment, as well as how branding and marketing play into our choices.</p>
STRAND /	CCSS.ELA-	Writing Standards for Literacy in Science and Technical Subjects

DOMAIN	Literacy.WHST.11-12	
CATEGORY / CLUSTER		Range of Writing
STANDARD	CCSS.ELA-Literacy.WHST.11-12.10	<p>Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>Earth Court The biggest issues and challenges of our time go on trial as students serve as prosecution, defense, and jury, and then develop a solutions-based sentencing.</p> <p>Greatest Impact Groups of students analyze the impact of behaviors and product choices to determine which choices have the greatest impact on the environment, on human health and well-being, and on other species.</p> <p>How'd That Get on my Plate? This activity encourages participants to explore how sample ingredients in our food might affect the environment, people, and animals, and what humane alternatives might exist.</p> <p>Leave Only Footprints Everyone has an ecological footprint. Participants use paper footprints to simulate the impact of their choices on the earth. Extension activities allow students to explore their ecological footprints and what choices can be made to reduce them.</p> <p>Risky Business: Exploring Probability Theory Using a realistic scenario, students will be able to calculate basic probabilities pertinent to ecological and human-health concerns of industrial oil sands development in Canada; engage in active research of statistical data concerning the industrial development of Canadian oil sands; and produce a risk assessment and action plan presentation based on that research.</p> <p>Spaceship Earth Our fossil fuels are gone! How will we survive and thrive without them? Students explore two scenarios and develop plans of action for living successfully and sustainably.</p> <p>Sustainer Students become castaways on a remote and pristine island and must determine how to live in a way that is sustainable for all.</p> <p>The Third Side: Beyond Either/or Thinking Many people view the world through a lens of black and white, either/or. In this activity groups of students work together to explore a variety of possible solutions to a global issues conflict.</p> <p>What Price Beauty? This activity encourages students to explore and think critically about the impacts of the ingredients in the personal care products that they use on themselves, other people, animals and the environment, as well as how branding and marketing play into our choices.</p>

Common Core State Standards

Science

Grade 12 - Adopted 2010

STRAND / DOMAIN	CCSS.ELA-Literacy.RST.11-12	Reading Standards for Literacy in Science and Technical Subjects
CATEGORY / CLUSTER		Key Ideas and Details
STANDARD	CCSS.ELA-Literacy.RST.11-12.1	<p>Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.</p> <p>Be a C.R.I.T.I.C. Students learn to use the C.R.I.T.I.C. technique to help them bring critical thinking skills to any information they receive, whether from industry, non-profits, government, or media.</p> <p>Earth Court The biggest issues and challenges of our time go on trial as students serve as prosecution, defense, and jury, and then develop a solutions-based sentencing.</p> <p>How'd That Get on my Plate? This activity encourages participants to explore how sample ingredients in our food might affect the environment, people, and animals, and what humane alternatives might exist.</p> <p>Risky Business: Exploring Probability Theory</p>

		<p>Using a realistic scenario, students will be able to calculate basic probabilities pertinent to ecological and human-health concerns of industrial oil sands development in Canada; engage in active research of statistical data concerning the industrial development of Canadian oil sands; and produce a risk assessment and action plan presentation based on that research.</p> <p>Spaceship Earth Our fossil fuels are gone! How will we survive and thrive without them? Students explore two scenarios and develop plans of action for living successfully and sustainably.</p> <p>Sustainer Students become castaways on a remote and pristine island and must determine how to live in a way that is sustainable for all.</p> <p>The Third Side: Beyond Either/or Thinking Many people view the world through a lens of black and white, either/or. In this activity groups of students work together to explore a variety of possible solutions to a global issues conflict.</p>
<p>STANDARD</p>	<p>CCSS.ELA-Literacy.RST.11-12.2</p>	<p>Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.</p> <p>A Moment in Your Shoes How will students feel spending a moment in the shoes of a battery hen or a child slave? Use this lively and thought-provoking activity to introduce human and animal issues and the connections between them.</p> <p>Be a C.R.I.T.I.C. Students learn to use the C.R.I.T.I.C. technique to help them bring critical thinking skills to any information they receive, whether from industry, non-profits, government, or media.</p> <p>Behind the Scenes Participants explore the hidden lives of their everyday stuff by investigating how ordinary products come into existence & who/what has been helped or harmed in the creation & distribution of that product.</p> <p>Cast Your Vote Students learn about the “hidden ingredients” in every day products and practice voting their values by “buying” different kinds of items.</p> <p>Choice Cards Participants consider pairs of related behaviors and products and contemplate which choices do more good and less harm.</p> <p>Clothing Line Up We make choices every day about what we wear, but how often do we pay attention to the impact of our clothing choices on others? Students explore more and less harmful clothing options from the perspectives of the animals, other people, and the environment.</p> <p>Council of All Beings What does a mountain wish for? A wolf? A cow? A river? Participants “become” a being or part of nature and share the lives, concerns, hopes and wisdoms of their being in a Council.</p> <p>Earth Court The biggest issues and challenges of our time go on trial as students serve as prosecution, defense, and jury, and then develop a solutions-based sentencing.</p> <p>Find Your Tree Participants get in touch with their senses and nature by finding “their” tree using senses other than sight.</p> <p>Greatest Impact Groups of students analyze the impact of behaviors and product choices to determine which choices have the greatest impact on the environment, on human health and well-being, and on other species.</p> <p>Hear the People This is a great icebreaker for any activity exploring the challenges and impacts surrounding our enormous and growing human population.</p> <p>How'd That Get on my Plate? This activity encourages participants to explore how sample ingredients in our food might affect the environment, people, and animals, and what humane alternatives might exist.</p> <p>Leave Only Footprints Everyone has an ecological footprint. Participants use paper footprints to simulate the impact of their choices on the earth. Extension activities allow students to explore their ecological footprints and what choices can be made to reduce them.</p> <p>Local Treasures Reawaken wonder about the natural world and teach students about the environment in which they live by sending them on a treasure hunt!</p> <p>Risky Business: Exploring Probability Theory Using a realistic scenario, students will be able to calculate basic probabilities pertinent to ecological and human-health concerns of industrial oil sands development in Canada; engage in active research of statistical</p>

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Which Harms Less?

Great for a larger assembly, this activity asks students to compare pairs of similar products to consider which of the two helps more and harms less.

Whom Do You Pet & Whom Do You Eat?

Lead students in an activity which explores why we treat different types of animals differently, and how we can learn to view them with different eyes.

Wonder Walk

Participants take turns leading each other on a silent Wonder Walk to discover the natural world with their 5 senses.

STRAND / DOMAIN	CCSS.ELA-Literacy.RST.11-12	Reading Standards for Literacy in Science and Technical Subjects
CATEGORY / CLUSTER		Craft and Structure
STANDARD	CCSS.ELA-Literacy.RST.11-12.4	<p>Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics.</p> <p>A Moment in Your Shoes How will students feel spending a moment in the shoes of a battery hen or a child slave? Use this lively and thought-provoking activity to introduce human and animal issues and the connections between them.</p> <p>Be a C.R.I.T.I.C. Students learn to use the C.R.I.T.I.C. technique to help them bring critical thinking skills to any information they receive, whether from industry, non-profits, government, or media.</p> <p>Behind the Scenes Participants explore the hidden lives of their everyday stuff by investigating how ordinary products come into existence & who/what has been helped or harmed in the creation & distribution of that product.</p> <p>Cast Your Vote Students learn about the "hidden ingredients" in every day products and practice voting their values by "buying" different kinds of items.</p> <p>Choice Cards Participants consider pairs of related behaviors and products and contemplate which choices do more good and less harm.</p> <p>Clothing Line Up We make choices every day about what we wear, but how often do we pay attention to the impact of our clothing choices on others? Students explore more and less harmful clothing options from the perspectives of the animals, other people, and the environment.</p>

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Local Treasures

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STANDARD**CCSS.ELA-Literacy.RST.11-12.5**

Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.

A Moment in Your Shoes

How will students feel spending a moment in the shoes of a battery hen or a child slave? Use this lively and thought-provoking activity to introduce human and animal issues and the connections between them.

Be a C.R.I.T.I.C.

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Behind the Scenes

Participants explore the hidden lives of their everyday stuff by investigating how ordinary products come into existence & who/what has been helped or harmed in the creation & distribution of that product.

Cast Your Vote

Students learn about the "hidden ingredients" in every day products and practice voting their values by "buying" different kinds of items.

Choice Cards

Participants consider pairs of related behaviors and products and contemplate which choices do more good and less harm.

Clothing Line Up

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STANDARD	CCSS.ELA-Literacy.RST.11-12.6	<p>Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.</p> <p>Be a C.R.I.T.I.C. Students learn to use the C.R.I.T.I.C. technique to help them bring critical thinking skills to any information they receive, whether from industry, non-profits, government, or media.</p>
STRAND / DOMAIN	CCSS.ELA-Literacy.RST.11-12	Reading Standards for Literacy in Science and Technical Subjects
CATEGORY / CLUSTER		Integration of Knowledge and Ideas
STANDARD	CCSS.ELA-Literacy.RST.11-12.7	<p>Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.</p> <p>Be a C.R.I.T.I.C. Students learn to use the C.R.I.T.I.C. technique to help them bring critical thinking skills to any information they receive, whether from industry, non-profits, government, or media.</p> <p>Risky Business: Exploring Probability Theory Using a realistic scenario, students will be able to calculate basic probabilities pertinent to ecological and human-health concerns of industrial oil sands development in Canada; engage in active research of statistical data concerning the industrial development of Canadian oil sands; and produce a risk assessment and action plan presentation based on that research.</p>
STANDARD	CCSS.ELA-Literacy.RST.11-12.8	<p>Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.</p> <p>Be a C.R.I.T.I.C. Students learn to use the C.R.I.T.I.C. technique to help them bring critical thinking skills to any information they receive, whether from industry, non-profits, government, or media.</p>
STANDARD	CCSS.ELA-Literacy.RST.11-12.9	<p>Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p>Earth Court The biggest issues and challenges of our time go on trial as students serve as prosecution, defense, and jury, and then develop a solutions-based sentencing.</p> <p>Greatest Impact Groups of students analyze the impact of behaviors and product choices to determine which choices have the greatest impact on the environment, on human health and well-being, and on other species.</p> <p>Leave Only Footprints</p>

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STRAND / DOMAIN	CCSS.ELA-Literacy.RST.11-12	Reading Standards for Literacy in Science and Technical Subjects
CATEGORY / CLUSTER		Range of Reading and Level of Text Complexity
STANDARD	CCSS.ELA-Literacy.RST.11-12.10	<p>By the end of grade 12, read and comprehend science/technical texts in the grades 11-12 text complexity band independently and proficiently.</p> <p>A Moment in Your Shoes How will students feel spending a moment in the shoes of a battery hen or a child slave? Use this lively and thought-provoking activity to introduce human and animal issues and the connections between them.</p> <p>Be a C.R.I.T.I.C. Students learn to use the C.R.I.T.I.C. technique to help them bring critical thinking skills to any information they receive, whether from industry, non-profits, government, or media.</p> <p>Behind the Scenes Participants explore the hidden lives of their everyday stuff by investigating how ordinary products come into existence & who/what has been helped or harmed in the creation & distribution of that product.</p> <p>Cast Your Vote Students learn about the "hidden ingredients" in every day products and practice voting their values by "buying" different kinds of items.</p> <p>Choice Cards Participants consider pairs of related behaviors and products and contemplate which choices do more good and less harm.</p> <p>Clothing Line Up We make choices every day about what we wear, but how often do we pay attention to the impact of our clothing choices on others? Students explore more and less harmful clothing options from the perspectives of the animals, other people, and the environment.</p> <p>Council of All Beings</p>

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DOMAIN	Literacy.WHST.11-12	
CATEGORY / CLUSTER		Text Types and Purposes
STANDARD	CCSS.ELA-Literacy.WHST.11-12.1	Write arguments focused on discipline-specific content.
EXPECTATION	CCSS.ELA-Literacy.WHST.11-12.1a	<p>Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.</p> <p>Earth Court The biggest issues and challenges of our time go on trial as students serve as prosecution, defense, and jury, and then develop a solutions-based sentencing.</p> <p>How'd That Get on my Plate? This activity encourages participants to explore how sample ingredients in our food might affect the environment, people, and animals, and what humane alternatives might exist.</p> <p>Risky Business: Exploring Probability Theory Using a realistic scenario, students will be able to calculate basic probabilities pertinent to ecological and human-health concerns of industrial oil sands development in Canada; engage in active research of statistical data concerning the industrial development of Canadian oil sands; and produce a risk assessment and action plan presentation based on that research.</p> <p>Spaceship Earth Our fossil fuels are gone! How will we survive and thrive without them? Students explore two scenarios and develop plans of action for living successfully and sustainably.</p> <p>Sustainer Students become castaways on a remote and pristine island and must determine how to live in a way that is sustainable for all.</p> <p>The Third Side: Beyond Either/or Thinking Many people view the world through a lens of black and white, either/or. In this activity groups of students work together to explore a variety of possible solutions to a global issues conflict.</p>
EXPECTATION	CCSS.ELA-Literacy.WHST.11-12.1b	<p>Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.</p> <p>Earth Court The biggest issues and challenges of our time go on trial as students serve as prosecution, defense, and jury, and then develop a solutions-based sentencing.</p> <p>How'd That Get on my Plate? This activity encourages participants to explore how sample ingredients in our food might affect the environment, people, and animals, and what humane alternatives might exist.</p> <p>Risky Business: Exploring Probability Theory Using a realistic scenario, students will be able to calculate basic probabilities pertinent to ecological and human-health concerns of industrial oil sands development in Canada; engage in active research of statistical data concerning the industrial development of Canadian oil sands; and produce a risk assessment and action plan presentation based on that research.</p> <p>Spaceship Earth Our fossil fuels are gone! How will we survive and thrive without them? Students explore two scenarios and develop plans of action for living successfully and sustainably.</p> <p>Sustainer Students become castaways on a remote and pristine island and must determine how to live in a way that is sustainable for all.</p> <p>The Third Side: Beyond Either/or Thinking Many people view the world through a lens of black and white, either/or. In this activity groups of students work together to explore a variety of possible solutions to a global issues conflict.</p>
EXPECTATION	CCSS.ELA-Literacy.WHST.11-12.1c	Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

		<p>Earth Court The biggest issues and challenges of our time go on trial as students serve as prosecution, defense, and jury, and then develop a solutions-based sentencing.</p> <p>Greatest Impact Groups of students analyze the impact of behaviors and product choices to determine which choices have the greatest impact on the environment, on human health and well-being, and on other species.</p> <p>How'd That Get on my Plate? This activity encourages participants to explore how sample ingredients in our food might affect the environment, people, and animals, and what humane alternatives might exist.</p> <p>Leave Only Footprints Everyone has an ecological footprint. Participants use paper footprints to simulate the impact of their choices on the earth. Extension activities allow students to explore their ecological footprints and what choices can be made to reduce them.</p> <p>Risky Business: Exploring Probability Theory Using a realistic scenario, students will be able to calculate basic probabilities pertinent to ecological and human-health concerns of industrial oil sands development in Canada; engage in active research of statistical data concerning the industrial development of Canadian oil sands; and produce a risk assessment and action plan presentation based on that research.</p> <p>Spaceship Earth Our fossil fuels are gone! How will we survive and thrive without them? Students explore two scenarios and develop plans of action for living successfully and sustainably.</p> <p>Sustainer Students become castaways on a remote and pristine island and must determine how to live in a way that is sustainable for all.</p> <p>The Third Side: Beyond Either/or Thinking Many people view the world through a lens of black and white, either/or. In this activity groups of students work together to explore a variety of possible solutions to a global issues conflict.</p>
<p>EXPECTATION</p>	<p>CCSS.ELA-Literacy.WHST.11-12.1d</p>	<p>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>Earth Court The biggest issues and challenges of our time go on trial as students serve as prosecution, defense, and jury, and then develop a solutions-based sentencing.</p> <p>Greatest Impact Groups of students analyze the impact of behaviors and product choices to determine which choices have the greatest impact on the environment, on human health and well-being, and on other species.</p> <p>Leave Only Footprints Everyone has an ecological footprint. Participants use paper footprints to simulate the impact of their choices on the earth. Extension activities allow students to explore their ecological footprints and what choices can be made to reduce them.</p> <p>Risky Business: Exploring Probability Theory Using a realistic scenario, students will be able to calculate basic probabilities pertinent to ecological and human-health concerns of industrial oil sands development in Canada; engage in active research of statistical data concerning the industrial development of Canadian oil sands; and produce a risk assessment and action plan presentation based on that research.</p> <p>Spaceship Earth Our fossil fuels are gone! How will we survive and thrive without them? Students explore two scenarios and develop plans of action for living successfully and sustainably.</p> <p>Sustainer Students become castaways on a remote and pristine island and must determine how to live in a way that is sustainable for all.</p> <p>The Third Side: Beyond Either/or Thinking Many people view the world through a lens of black and white, either/or. In this activity groups of students work together to explore a variety of possible solutions to a global issues conflict.</p>
<p>EXPECTATION</p>	<p>CCSS.ELA-Literacy.WHST.11-12.1e</p>	<p>Provide a concluding statement or section that follows from or supports the argument presented.</p> <p>Earth Court The biggest issues and challenges of our time go on trial as students serve as prosecution, defense, and jury, and then develop a solutions-based sentencing.</p> <p>Greatest Impact</p>

		<p>Groups of students analyze the impact of behaviors and product choices to determine which choices have the greatest impact on the environment, on human health and well-being, and on other species.</p> <p>How'd That Get on my Plate? This activity encourages participants to explore how sample ingredients in our food might affect the environment, people, and animals, and what humane alternatives might exist.</p> <p>Leave Only Footprints Everyone has an ecological footprint. Participants use paper footprints to simulate the impact of their choices on the earth. Extension activities allow students to explore their ecological footprints and what choices can be made to reduce them.</p> <p>Risky Business: Exploring Probability Theory Using a realistic scenario, students will be able to calculate basic probabilities pertinent to ecological and human-health concerns of industrial oil sands development in Canada; engage in active research of statistical data concerning the industrial development of Canadian oil sands; and produce a risk assessment and action plan presentation based on that research.</p> <p>Spaceship Earth Our fossil fuels are gone! How will we survive and thrive without them? Students explore two scenarios and develop plans of action for living successfully and sustainably.</p> <p>Sustainer Students become castaways on a remote and pristine island and must determine how to live in a way that is sustainable for all.</p> <p>The Third Side: Beyond Either/or Thinking Many people view the world through a lens of black and white, either/or. In this activity groups of students work together to explore a variety of possible solutions to a global issues conflict.</p>
STRAND / DOMAIN	CCSS.ELA-Literacy.WHST.11-12	Writing Standards for Literacy in Science and Technical Subjects
CATEGORY / CLUSTER		Text Types and Purposes
STANDARD	CCSS.ELA-Literacy.WHST.11-12.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
EXPECTATION	CCSS.ELA-Literacy.WHST.11-12.2a	<p>Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>Earth Court The biggest issues and challenges of our time go on trial as students serve as prosecution, defense, and jury, and then develop a solutions-based sentencing.</p> <p>Greatest Impact Groups of students analyze the impact of behaviors and product choices to determine which choices have the greatest impact on the environment, on human health and well-being, and on other species.</p> <p>How'd That Get on my Plate? This activity encourages participants to explore how sample ingredients in our food might affect the environment, people, and animals, and what humane alternatives might exist.</p> <p>Leave Only Footprints Everyone has an ecological footprint. Participants use paper footprints to simulate the impact of their choices on the earth. Extension activities allow students to explore their ecological footprints and what choices can be made to reduce them.</p> <p>Risky Business: Exploring Probability Theory Using a realistic scenario, students will be able to calculate basic probabilities pertinent to ecological and human-health concerns of industrial oil sands development in Canada; engage in active research of statistical data concerning the industrial development of Canadian oil sands; and produce a risk assessment and action plan presentation based on that research.</p> <p>Spaceship Earth Our fossil fuels are gone! How will we survive and thrive without them? Students explore two scenarios and develop plans of action for living successfully and sustainably.</p> <p>Sustainer Students become castaways on a remote and pristine island and must determine how to live in a way that is sustainable for all.</p> <p>The Third Side: Beyond Either/or Thinking Many people view the world through a lens of black and white, either/or. In</p>

		<p>this activity groups of students work together to explore a variety of possible solutions to a global issues conflict.</p>
EXPECTATION	CCSS.ELA-Literacy.WHST.11-12.2b	<p>Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>Earth Court The biggest issues and challenges of our time go on trial as students serve as prosecution, defense, and jury, and then develop a solutions-based sentencing.</p> <p>Greatest Impact Groups of students analyze the impact of behaviors and product choices to determine which choices have the greatest impact on the environment, on human health and well-being, and on other species.</p> <p>How'd That Get on my Plate? This activity encourages participants to explore how sample ingredients in our food might affect the environment, people, and animals, and what humane alternatives might exist.</p> <p>Leave Only Footprints Everyone has an ecological footprint. Participants use paper footprints to simulate the impact of their choices on the earth. Extension activities allow students to explore their ecological footprints and what choices can be made to reduce them.</p> <p>Risky Business: Exploring Probability Theory Using a realistic scenario, students will be able to calculate basic probabilities pertinent to ecological and human-health concerns of industrial oil sands development in Canada; engage in active research of statistical data concerning the industrial development of Canadian oil sands; and produce a risk assessment and action plan presentation based on that research.</p> <p>Spaceship Earth Our fossil fuels are gone! How will we survive and thrive without them? Students explore two scenarios and develop plans of action for living successfully and sustainably.</p> <p>Sustainer Students become castaways on a remote and pristine island and must determine how to live in a way that is sustainable for all.</p> <p>The Third Side: Beyond Either/or Thinking Many people view the world through a lens of black and white, either/or. In this activity groups of students work together to explore a variety of possible solutions to a global issues conflict.</p>
EXPECTATION	CCSS.ELA-Literacy.WHST.11-12.2c	<p>Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>Earth Court The biggest issues and challenges of our time go on trial as students serve as prosecution, defense, and jury, and then develop a solutions-based sentencing.</p> <p>Greatest Impact Groups of students analyze the impact of behaviors and product choices to determine which choices have the greatest impact on the environment, on human health and well-being, and on other species.</p> <p>Leave Only Footprints Everyone has an ecological footprint. Participants use paper footprints to simulate the impact of their choices on the earth. Extension activities allow students to explore their ecological footprints and what choices can be made to reduce them.</p> <p>Risky Business: Exploring Probability Theory Using a realistic scenario, students will be able to calculate basic probabilities pertinent to ecological and human-health concerns of industrial oil sands development in Canada; engage in active research of statistical data concerning the industrial development of Canadian oil sands; and produce a risk assessment and action plan presentation based on that research.</p> <p>Spaceship Earth Our fossil fuels are gone! How will we survive and thrive without them? Students explore two scenarios and develop plans of action for living successfully and sustainably.</p> <p>Sustainer Students become castaways on a remote and pristine island and must determine how to live in a way that is sustainable for all.</p> <p>The Third Side: Beyond Either/or Thinking Many people view the world through a lens of black and white, either/or. In this activity groups of students work together to explore a variety of possible solutions to a global issues conflict.</p>

EXPECTATION	CCSS.ELA-Literacy.WHST.11-12.2d	<p>Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.</p> <p>Earth Court The biggest issues and challenges of our time go on trial as students serve as prosecution, defense, and jury, and then develop a solutions-based sentencing.</p> <p>Greatest Impact Groups of students analyze the impact of behaviors and product choices to determine which choices have the greatest impact on the environment, on human health and well-being, and on other species.</p> <p>Leave Only Footprints Everyone has an ecological footprint. Participants use paper footprints to simulate the impact of their choices on the earth. Extension activities allow students to explore their ecological footprints and what choices can be made to reduce them.</p> <p>Risky Business: Exploring Probability Theory Using a realistic scenario, students will be able to calculate basic probabilities pertinent to ecological and human-health concerns of industrial oil sands development in Canada; engage in active research of statistical data concerning the industrial development of Canadian oil sands; and produce a risk assessment and action plan presentation based on that research.</p> <p>Spaceship Earth Our fossil fuels are gone! How will we survive and thrive without them? Students explore two scenarios and develop plans of action for living successfully and sustainably.</p> <p>Sustainer Students become castaways on a remote and pristine island and must determine how to live in a way that is sustainable for all.</p> <p>The Third Side: Beyond Either/or Thinking Many people view the world through a lens of black and white, either/or. In this activity groups of students work together to explore a variety of possible solutions to a global issues conflict.</p>
EXPECTATION	CCSS.ELA-Literacy.WHST.11-12.2e	<p>Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).</p> <p>Earth Court The biggest issues and challenges of our time go on trial as students serve as prosecution, defense, and jury, and then develop a solutions-based sentencing.</p> <p>How'd That Get on my Plate? This activity encourages participants to explore how sample ingredients in our food might affect the environment, people, and animals, and what humane alternatives might exist.</p> <p>Risky Business: Exploring Probability Theory Using a realistic scenario, students will be able to calculate basic probabilities pertinent to ecological and human-health concerns of industrial oil sands development in Canada; engage in active research of statistical data concerning the industrial development of Canadian oil sands; and produce a risk assessment and action plan presentation based on that research.</p> <p>Spaceship Earth Our fossil fuels are gone! How will we survive and thrive without them? Students explore two scenarios and develop plans of action for living successfully and sustainably.</p> <p>Sustainer Students become castaways on a remote and pristine island and must determine how to live in a way that is sustainable for all.</p> <p>The Third Side: Beyond Either/or Thinking Many people view the world through a lens of black and white, either/or. In this activity groups of students work together to explore a variety of possible solutions to a global issues conflict.</p>
STRAND / DOMAIN	CCSS.ELA-Literacy.WHST.11-12	Writing Standards for Literacy in Science and Technical Subjects
CATEGORY / CLUSTER		Text Types and Purposes
STANDARD	CCSS.ELA-Literacy.WHST.11-12.3	(See note; not applicable as a separate requirement)
EXPECTATION	CCSS.ELA-	Note: Students' narrative skills continue to grow in these grades. The

	Literacy.WHST.11-12.3a	<p>Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results.</p> <p>Earth Court The biggest issues and challenges of our time go on trial as students serve as prosecution, defense, and jury, and then develop a solutions-based sentencing.</p> <p>How'd That Get on my Plate? This activity encourages participants to explore how sample ingredients in our food might affect the environment, people, and animals, and what humane alternatives might exist.</p> <p>Risky Business: Exploring Probability Theory Using a realistic scenario, students will be able to calculate basic probabilities pertinent to ecological and human-health concerns of industrial oil sands development in Canada; engage in active research of statistical data concerning the industrial development of Canadian oil sands; and produce a risk assessment and action plan presentation based on that research.</p> <p>Spaceship Earth Our fossil fuels are gone! How will we survive and thrive without them? Students explore two scenarios and develop plans of action for living successfully and sustainably.</p> <p>Sustainer Students become castaways on a remote and pristine island and must determine how to live in a way that is sustainable for all.</p> <p>The Third Side: Beyond Either/or Thinking Many people view the world through a lens of black and white, either/or. In this activity groups of students work together to explore a variety of possible solutions to a global issues conflict.</p>
STRAND / DOMAIN	CCSS.ELA-Literacy.WHST.11-12	Writing Standards for Literacy in Science and Technical Subjects
CATEGORY / CLUSTER		Production and Distribution of Writing
STANDARD	CCSS.ELA-Literacy.WHST.11-12.4	<p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>Earth Court The biggest issues and challenges of our time go on trial as students serve as prosecution, defense, and jury, and then develop a solutions-based sentencing.</p> <p>Greatest Impact Groups of students analyze the impact of behaviors and product choices to determine which choices have the greatest impact on the environment, on human health and well-being, and on other species.</p> <p>Leave Only Footprints Everyone has an ecological footprint. Participants use paper footprints to simulate the impact of their choices on the earth. Extension activities allow students to explore their ecological footprints and what choices can be made to reduce them.</p> <p>Risky Business: Exploring Probability Theory Using a realistic scenario, students will be able to calculate basic probabilities pertinent to ecological and human-health concerns of industrial oil sands development in Canada; engage in active research of statistical data concerning the industrial development of Canadian oil sands; and produce a risk assessment and action plan presentation based on that research.</p> <p>Scavenger Hunt Help participants rediscover the wonder of the natural world by taking them on an outdoor scavenger hunt for which they'll record their finds, rather than "taking" anything.</p> <p>Smell Teas Awaken wonder, enhance memory skills and explore the sense of smell by having students concoct their own special "smell tea" for other students to identify...only by smell!</p> <p>Spaceship Earth Our fossil fuels are gone! How will we survive and thrive without them? Students explore two scenarios and develop plans of action for living successfully and sustainably.</p> <p>Sustainer Students become castaways on a remote and pristine island and must determine how to live in a way that is sustainable for all.</p> <p>The Third Side: Beyond Either/or Thinking</p>

		<p>Many people view the world through a lens of black and white, either/or. In this activity groups of students work together to explore a variety of possible solutions to a global issues conflict.</p> <p>True Price Students will explore the positive & negative impacts of our product choices on themselves, other people, animals, and the earth.</p> <p>What Price Beauty? This activity encourages students to explore and think critically about the impacts of the ingredients in the personal care products that they use on themselves, other people, animals and the environment, as well as how branding and marketing play into our choices.</p> <p>Which Harms Less? Great for a larger assembly, this activity asks students to compare pairs of similar products to consider which of the two helps more and harms less.</p> <p>Whom Do You Pet & Whom Do You Eat? Lead students in an activity which explores why we treat different types of animals differently, and how we can learn to view them with different eyes.</p>
STANDARD	CCSS.ELA-Literacy.WHST.11-12.5	<p>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>Earth Court The biggest issues and challenges of our time go on trial as students serve as prosecution, defense, and jury, and then develop a solutions-based sentencing.</p> <p>Greatest Impact Groups of students analyze the impact of behaviors and product choices to determine which choices have the greatest impact on the environment, on human health and well-being, and on other species.</p> <p>Leave Only Footprints Everyone has an ecological footprint. Participants use paper footprints to simulate the impact of their choices on the earth. Extension activities allow students to explore their ecological footprints and what choices can be made to reduce them.</p> <p>Risky Business: Exploring Probability Theory Using a realistic scenario, students will be able to calculate basic probabilities pertinent to ecological and human-health concerns of industrial oil sands development in Canada; engage in active research of statistical data concerning the industrial development of Canadian oil sands; and produce a risk assessment and action plan presentation based on that research.</p> <p>Spaceship Earth Our fossil fuels are gone! How will we survive and thrive without them? Students explore two scenarios and develop plans of action for living successfully and sustainably.</p> <p>Sustainer Students become castaways on a remote and pristine island and must determine how to live in a way that is sustainable for all.</p> <p>The Third Side: Beyond Either/or Thinking Many people view the world through a lens of black and white, either/or. In this activity groups of students work together to explore a variety of possible solutions to a global issues conflict.</p>
STANDARD	CCSS.ELA-Literacy.WHST.11-12.6	<p>Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p> <p>Greatest Impact Groups of students analyze the impact of behaviors and product choices to determine which choices have the greatest impact on the environment, on human health and well-being, and on other species.</p> <p>How'd That Get on my Plate? This activity encourages participants to explore how sample ingredients in our food might affect the environment, people, and animals, and what humane alternatives might exist.</p> <p>Risky Business: Exploring Probability Theory Using a realistic scenario, students will be able to calculate basic probabilities pertinent to ecological and human-health concerns of industrial oil sands development in Canada; engage in active research of statistical data concerning the industrial development of Canadian oil sands; and produce a risk assessment and action plan presentation based on that research.</p>
STRAND / DOMAIN	CCSS.ELA-Literacy.WHST.11-12	Writing Standards for Literacy in Science and Technical Subjects
CATEGORY / CLUSTER		Research to Build and Present Knowledge

STANDARD	CCSS.ELA-Literacy.WHST.11-12.7	<p>Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>Be a C.R.I.T.I.C. Students learn to use the C.R.I.T.I.C. technique to help them bring critical thinking skills to any information they receive, whether from industry, non-profits, government, or media.</p> <p>Greatest Impact Groups of students analyze the impact of behaviors and product choices to determine which choices have the greatest impact on the environment, on human health and well-being, and on other species.</p> <p>How'd That Get on my Plate? This activity encourages participants to explore how sample ingredients in our food might affect the environment, people, and animals, and what humane alternatives might exist.</p> <p>Risky Business: Exploring Probability Theory Using a realistic scenario, students will be able to calculate basic probabilities pertinent to ecological and human-health concerns of industrial oil sands development in Canada; engage in active research of statistical data concerning the industrial development of Canadian oil sands; and produce a risk assessment and action plan presentation based on that research.</p> <p>What Price Beauty? This activity encourages students to explore and think critically about the impacts of the ingredients in the personal care products that they use on themselves, other people, animals and the environment, as well as how branding and marketing play into our choices.</p>
STANDARD	CCSS.ELA-Literacy.WHST.11-12.8	<p>Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p>Be a C.R.I.T.I.C. Students learn to use the C.R.I.T.I.C. technique to help them bring critical thinking skills to any information they receive, whether from industry, non-profits, government, or media.</p> <p>Greatest Impact Groups of students analyze the impact of behaviors and product choices to determine which choices have the greatest impact on the environment, on human health and well-being, and on other species.</p> <p>How'd That Get on my Plate? This activity encourages participants to explore how sample ingredients in our food might affect the environment, people, and animals, and what humane alternatives might exist.</p> <p>Risky Business: Exploring Probability Theory Using a realistic scenario, students will be able to calculate basic probabilities pertinent to ecological and human-health concerns of industrial oil sands development in Canada; engage in active research of statistical data concerning the industrial development of Canadian oil sands; and produce a risk assessment and action plan presentation based on that research.</p> <p>What Price Beauty? This activity encourages students to explore and think critically about the impacts of the ingredients in the personal care products that they use on themselves, other people, animals and the environment, as well as how branding and marketing play into our choices.</p>
STANDARD	CCSS.ELA-Literacy.WHST.11-12.9	<p>Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>Be a C.R.I.T.I.C. Students learn to use the C.R.I.T.I.C. technique to help them bring critical thinking skills to any information they receive, whether from industry, non-profits, government, or media.</p> <p>Greatest Impact Groups of students analyze the impact of behaviors and product choices to determine which choices have the greatest impact on the environment, on human health and well-being, and on other species.</p> <p>How'd That Get on my Plate? This activity encourages participants to explore how sample ingredients in our food might affect the environment, people, and animals, and what humane alternatives might exist.</p> <p>Risky Business: Exploring Probability Theory Using a realistic scenario, students will be able to calculate basic</p>

		<p>probabilities pertinent to ecological and human-health concerns of industrial oil sands development in Canada; engage in active research of statistical data concerning the industrial development of Canadian oil sands; and produce a risk assessment and action plan presentation based on that research.</p> <p>What Price Beauty? This activity encourages students to explore and think critically about the impacts of the ingredients in the personal care products that they use on themselves, other people, animals and the environment, as well as how branding and marketing play into our choices.</p>
STRAND / DOMAIN	CCSS.ELA-Literacy.WHST.11-12	Writing Standards for Literacy in Science and Technical Subjects
CATEGORY / CLUSTER		Range of Writing
STANDARD	CCSS.ELA-Literacy.WHST.11-12.10	<p>Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>Earth Court The biggest issues and challenges of our time go on trial as students serve as prosecution, defense, and jury, and then develop a solutions-based sentencing.</p> <p>Greatest Impact Groups of students analyze the impact of behaviors and product choices to determine which choices have the greatest impact on the environment, on human health and well-being, and on other species.</p> <p>How'd That Get on my Plate? This activity encourages participants to explore how sample ingredients in our food might affect the environment, people, and animals, and what humane alternatives might exist.</p> <p>Leave Only Footprints Everyone has an ecological footprint. Participants use paper footprints to simulate the impact of their choices on the earth. Extension activities allow students to explore their ecological footprints and what choices can be made to reduce them.</p> <p>Risky Business: Exploring Probability Theory Using a realistic scenario, students will be able to calculate basic probabilities pertinent to ecological and human-health concerns of industrial oil sands development in Canada; engage in active research of statistical data concerning the industrial development of Canadian oil sands; and produce a risk assessment and action plan presentation based on that research.</p> <p>Spaceship Earth Our fossil fuels are gone! How will we survive and thrive without them? Students explore two scenarios and develop plans of action for living successfully and sustainably.</p> <p>Sustainer Students become castaways on a remote and pristine island and must determine how to live in a way that is sustainable for all.</p> <p>The Third Side: Beyond Either/or Thinking Many people view the world through a lens of black and white, either/or. In this activity groups of students work together to explore a variety of possible solutions to a global issues conflict.</p> <p>What Price Beauty? This activity encourages students to explore and think critically about the impacts of the ingredients in the personal care products that they use on themselves, other people, animals and the environment, as well as how branding and marketing play into our choices.</p>