**Common Core State Standards**

**Science**

**Grade 9 - Adopted 2010**

<table>
<thead>
<tr>
<th>STANDARD</th>
<th>CCSS.ELA-Literacy.RST.9-10.1</th>
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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?
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.

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<th>Reading Standards for Literacy in Science and Technical Subjects</th>
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<td>CATEGORY / CLUSTER</td>
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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.

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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.

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**How'd That Get on my Plate?**
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<td>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.</td>
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<td>Smell Teas</td>
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<td>Text Types and Purposes</td>
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<td>CLUSTER</td>
<td>STANDARD</td>
<td>EXPECTATION</td>
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<td>CCSS.ELA-Literacy.WHST.9-10.1</td>
<td>Write arguments focused on discipline-specific content.</td>
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<td>CCSS.ELA-Literacy.WHST.9-10.1a</td>
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| EXPECTATION | CCSS.ELA-Literacy.WHST.9-10.1b | 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. |
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| 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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EXPECTATION

CCSS.ELA-Literacy.WHST.9-10.1d
Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

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
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CCSS.ELA-Literacy.WHST.9-10.1e
Provide a concluding statement or section that follows from or supports the argument presented.

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<tbody>
<tr>
<td>CATEGORY / CLUSTER</td>
<td>Text Types and Purposes</td>
<td></td>
</tr>
<tr>
<td>STANDARD</td>
<td>CCSS.ELA-Literacy.WHST.9-10.2</td>
<td>Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</td>
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<tr>
<td>EXPECTATION</td>
<td>CCSS.ELA-Literacy.WHST.9-10.2a</td>
<td>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.</td>
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<tr>
<td>EXPECTATION</td>
<td>CCSS.ELA-</td>
<td>Develop the topic with well-chosen, relevant, and sufficient facts, extended</td>
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<td>Expectation</td>
<td>CCSS.ELA-Literacy.WHST.9-10.2b</td>
<td>Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.</td>
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<td>Property Management System</td>
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<td>STANDARD</td>
<td>CCSS.ELA-Literacy.WHST.9-10.3</td>
<td>(See note; not applicable as a separate requirement)</td>
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<td>EXPECTATION</td>
<td>CCSS.ELA-Literacy.WHST.9-10.3a</td>
<td>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.</td>
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<td>STANDARD</td>
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<td>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</td>
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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.

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<td>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.</td>
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<td>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.</td>
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| STANDARD             | CCSS.ELA-Literacy.WHST.9-10.8 | 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. |
|                      |                             | **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. |
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| STANDARD | CCSS.ELA-Literacy.WHST.9-10.9 | Draw evidence from informational texts to support analysis, reflection, and research.  
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| STANDARD | CCSS.ELA-Literacy.WHST.9-10.10 | 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.  
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<td>Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.</td>
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**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**
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.

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

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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.

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**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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**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.

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

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<tr>
<td>CATEGORY / CLUSTER</td>
<td>Craft and Structure</td>
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</tr>
<tr>
<td>STANDARD</td>
<td>CCSS.ELA-Literacy.RST.9-10.4</td>
<td>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.</td>
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**Be a C.R.I.T.I.C.**
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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.

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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.

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**CCSS.ELA-Literacy.RST.9-10.6**
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.

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**STANDARD**
**CCSS.ELA-Literacy.RST.9-10.7**
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.

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| STANDARD | CCSS.ELA-Literacy.RST.9-10.8 | 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.  
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| STANDARD | CCSS.ELA-Literacy.RST.9-10.9 | 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.  
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<td>Range of Reading and Level of Text Complexity</td>
</tr>
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<td>STANDARD</td>
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<td>By the end of grade 10, read and comprehend science/technical texts in the grades 9-10 text complexity band independently and proficiently.</td>
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Expectation

CCSS.ELA-Literacy.WHST.9-10.1b
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.

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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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Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

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<td></td>
</tr>
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<td>CCSS.ELA-Literacy.WHST.9-10.2a</td>
<td></td>
</tr>
</tbody>
</table>

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.

**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.

**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**
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**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.

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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.

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<th>Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.</th>
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<tbody>
<tr>
<td>CATEGORY / CLUSTER</td>
<td></td>
<td>Text Types and Purposes</td>
</tr>
<tr>
<td>STANDARD</td>
<td>CCSS.ELA-Literacy.WHST.9-10.3</td>
<td>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.</td>
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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!

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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.

**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.

---

**STANDARD**
CCSS.ELA-Literacy.WHST.9-10.5

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.

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**STANDARD**
CCSS.ELA-Literacy.WHST.9-10.6

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.

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<td>STANDARD</td>
<td>CCSS.ELA-Literacy.WHST.9-10.7</td>
<td>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.</td>
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<td>STANDARD</td>
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<td>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.</td>
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<tr>
<td>STANDARD</td>
<td>CCSS.ELA-Literacy.WHST.9-10.10</td>
<td>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.</td>
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**Common Core State Standards**

**Science**

**Grade 11 - Adopted 2010**

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<td>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.</td>
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<td>Participants get in touch with their senses and nature by finding “their” tree using senses other than sight.</td>
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<td>This is a great icebreaker for any activity exploring the challenges and impacts surrounding our enormous and growing human population.</td>
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<td><strong>Local Treasures</strong></td>
<td>Reawaken wonder about the natural world and teach students about the environment in which they live by sending them on a treasure hunt!</td>
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“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!

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**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.

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<td>STANDARD</td>
<td>CCSS.ELA-Literacy.WHST.11-12.1a</td>
<td>Write arguments focused on discipline-specific content.</td>
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<td>EXPECTATION</td>
<td>CCSS.ELA-Literacy.WHST.11-12.1a</td>
<td>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.</td>
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**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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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.

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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.

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Provide a concluding statement or section that follows from or supports the argument presented.

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<td>STANDARD</td>
<td>CCSS.ELA-Literacy.WHST.11-12.2</td>
<td>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</td>
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<td>EXPECTATION</td>
<td>CCSS.ELA-Literacy.WHST.11-12.2a</td>
<td>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.</td>
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<th>CCSS.ELA-Literacy.WHST.11-12.2b</th>
<th>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.</th>
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<td>EXPECTATION</td>
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<td>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.</td>
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<th>EXPECTATION</th>
<th>CCSS.ELA-Literacy.WHST.11-12.2d</th>
<th>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.</th>
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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.

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<th>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.</th>
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<td>STANDARD</td>
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<td>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.</td>
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<td>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.</td>
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<td>Draw evidence from informational texts to support analysis, reflection, and research.</td>
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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.

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**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.
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<thead>
<tr>
<th>STRAND / DOMAIN</th>
<th>CCSS.ELA-Literacy.RST.11-12</th>
<th>Reading Standards for Literacy in Science and Technical Subjects</th>
</tr>
</thead>
<tbody>
<tr>
<td>CATEGORY / CLUSTER</td>
<td>Key Ideas and Details</td>
<td></td>
</tr>
<tr>
<td>STANDARD</td>
<td>CCSS.ELA-Literacy.RST.11-12.1</td>
<td>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.</td>
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</tbody>
</table>

**Common Core State Standards**

Science

*Grade 12 - Adopted 2010*

<table>
<thead>
<tr>
<th>STANDARDS / DOMAIN</th>
<th>CCSS.ELA-Literacy.WHST.11-12</th>
<th>Range of Writing</th>
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<tbody>
<tr>
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<td></td>
<td></td>
</tr>
<tr>
<td>STANDARD</td>
<td>CCSS.ELA-Literacy.WHST.11-12.10</td>
<td>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.</td>
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**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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Our fossil fuels are gone! How will we survive and thrive without them?

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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.

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<tr>
<th>STANDARD</th>
<th>CCSS.ELA-Literacy.RST.11-12.2</th>
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<tr>
<td></td>
<td>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.</td>
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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.

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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.

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

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<tr>
<td>STANDARD</td>
<td>CCSS.ELA-Literacy.RST.11-12.4</td>
<td>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.</td>
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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.

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

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

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| STANDARD | CCSS.ELA-Literacy.RST.11-12.7 | 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. |
| STANDARD | CCSS.ELA-Literacy.RST.11-12.8 | 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. |
| STANDARD | CCSS.ELA-Literacy.RST.11-12.9 | 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. |

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**STRAND / DOMAIN**
Reading Standards for Literacy in Science and Technical Subjects

**CATEGORY / CLUSTER**
Range of Reading and Level of Text Complexity

**STANDARD**
By the end of grade 12, read and comprehend science/technical texts in the grades 11-12 text complexity band independently and proficiently.

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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.

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<tr>
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<td>Text Types and Purposes</td>
</tr>
<tr>
<td>STANDARD</td>
<td>CCSS.ELA-Literacy.WHST.11-12.1</td>
</tr>
<tr>
<td>EXPECTATION</td>
<td>Write arguments focused on discipline-specific content.</td>
</tr>
<tr>
<td>EXPECTATION</td>
<td>CCSS.ELA-Literacy.WHST.11-12.1a</td>
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<td>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.</td>
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<td>EXPECTATION</td>
<td>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.</td>
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<td>CCSS.ELA-Literacy.WHST.11-12.1c</td>
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<td>EXPECTATION</td>
<td>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.</td>
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<tr>
<td>EXPECTATION</td>
<td>CCSS.ELA-Literacy.WHST.11-12.1d</td>
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<td>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</td>
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**Greatest Impact**
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**EXPECTATION**  
**CCSS.ELA-Literacy.WHST.11-12.2b**  
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.

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**EXPECTATION**  
**CCSS.ELA-Literacy.WHST.11-12.2c**  
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.

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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.

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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).

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**Note:** Students' narrative skills continue to grow in these grades. The
Literacy.WHST.11-12.3a 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.

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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.

**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.

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<th>STANDARD</th>
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<td><strong>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.</strong></td>
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<td><strong>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.</strong></td>
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**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 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. **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. |
| STANDARD | CCSS.ELA-Literacy.WHST.11-12.8 | 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. **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 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. **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. |
| STANDARD | CCSS.ELA-Literacy.WHST.11-12.9 | Draw evidence from informational texts to support analysis, reflection, and research. **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 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. **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. |
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<td>STANDARD</td>
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<td>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.</td>
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