



## **Waste Reduction & Recycling**

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### 2.0 Reading Comprehension

#### *Structural Feature of Informational Materials*

- 2.1 Analyze the structure and format of functional workplace documents, including the graphics and headers, and explain how authors use the features to achieve their purposes.
- 2.2 Prepare a bibliography of reference materials for a report using a variety of consumer, workplace, and public documents.

#### *Comprehension and Analysis of Grade-Level-Appropriate Text*

- 2.3 Generate relevant questions about readings on issues that can be researched.
- 2.4 Synthesize the content from several sources or works by a single author dealing with a single issue; paraphrase the ideas and connect them to other sources and related topics to demonstrate comprehension.
- 2.5 Extend ideas presented in primary or secondary sources through original analysis, evaluation, and elaboration.
- 2.6 Demonstrate use of sophisticated learning tools by following technical directions (e.g., those found with graphic calculators and specialized software programs and in access guides to World Wide Web sites on the Internet)

#### *Expository Critique*

- 2.7 Critique the logic of functional documents by examining the sequence of information and procedures in anticipation of possible reader misunderstandings.
- 2.8 Evaluate the credibility of an author's argument or defense of a claim by critiquing the relationship between generalizations and evidence, the comprehensiveness of evidence, and the way in which the author's intent affects the structure and tone of the text (e.g., in professional journals, editorials, political speeches, primary source material).

## **Writing**

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### 1.0 Writing Strategies

#### *Organization and Focus*

- 1.1 Establish a controlling impression or coherent thesis that conveys a clear and distinctive perspective on the subject and maintain a consistent tone and focus throughout the piece of writing.



## California Science Standards linked with Generation Earth Service Learning Projects: Language Arts 9-10

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- 1.2 Use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice.

### *Research and Technology*

- 1.3 Use clear research questions and suitable research methods (e.g., library, electronic media, personal interview) to elicit and present evidence from primary and secondary sources.
- 1.4 Develop the main ideas within the body of the composition through supporting evidence (e.g., scenarios, commonly held beliefs, hypotheses, definitions).
- 1.5 Synthesize information from multiple sources and identify complexities and discrepancies in the information and the different perspectives found in each medium (e.g., almanacs, microfiche, news sources, in-depth field studies, speeches, journals, technical documents).
- 1.6 Integrate quotations and citations into a written text while maintaining the flow of ideas.
- 1.7 Use appropriate conventions for documentation in the text, notes, and bibliographies by adhering to those in style manuals (e.g., Modern Language Association Handbook, The Chicago Manual of Style).
- 1.8 Design and publish documents by using advanced publishing software and graphic programs.

### *Evaluation and Revision*

- 1.9 Revise writing to improve the logic and coherence of the organization and controlling perspective, the precision of word choice, and the tone by taking into consideration the audience, purpose, and formality of the context.

## 2.0 Writing Applications (Genres and their Characteristics)

- 2.3 Write expository compositions, including analytical essays and research reports:
  - a. Marshal evidence in support of a thesis and related claims, including information on all relevant perspectives.
  - b. Convey information and ideas from primary and secondary sources accurately and coherently.
  - c. Make distinctions between the relative value and significance of specific data, facts, and ideas.
  - c. Include visual aids by employing appropriate technology to organize and record information on charts, maps, and graphs.
  - d. Anticipate and address readers' potential misunderstandings, biases, and expectations.
  - e. Use technical terms and notations accurately.



## California Science Standards linked with Generation Earth Service Learning Projects: Language Arts 9-10

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- 2.4 Write persuasive compositions:
- a. Structure ideas and arguments in a sustained and logical fashion.
  - b. Use specific rhetorical devices to support assertions (e.g., appeal to logic through reasoning; appeal to emotion or ethical belief; relate a personal anecdote, case study, or analogy).
  - c. Clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, and expressions of commonly accepted beliefs and logical reasoning.
  - d. Address readers' concerns, counterclaims, biases, and expectations.

## Listening and Speaking

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### 1.0 Listening and Speaking Strategies

#### *Comprehension*

- 1.1 Formulate judgments about the ideas under discussion and support those judgments with convincing evidence.
- 1.2 Compare and contrast the ways in which media genres (e.g., televised news, news magazines, documentaries, online information) cover the same event.

#### *Organization and Delivery of Oral Communication*

- 1.6 Present and advance a clear thesis statement and choose appropriate types of proof (e.g., statistics, testimony, specific instances) that meet standard tests for evidence, including credibility, validity, and relevance.
- 1.7 Use props, visual aids, graphs, and electronic media to enhance the appeal and accuracy of presentations.
- 1.8 Produce concise notes for extemporaneous delivery.
- 1.9 Analyze the occasion and the interests of the audience and choose effective verbal and nonverbal techniques (e.g., voice, gestures, eye contact) for presentations.



## **Stormwater Urban Runoff**

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### **2.0 Reading Comprehension**

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- 2.2 Prepare a bibliography of reference materials for a report using a variety of consumer, workplace, and public documents.

#### *Comprehension and Analysis of Grade-Level-Appropriate Text*

- 2.3 Generate relevant questions about readings on issues that can be researched.

#### *Expository Critique*

- 2.9 Critique the logic of functional documents by examining the sequence of information and procedures in anticipation of possible reader misunderstandings.
- 2.10 Evaluate the credibility of an author's argument or defense of a claim by critiquing the relationship between generalizations and evidence, the comprehensiveness of evidence, and the way in which the author's intent affects the structure and tone of the text (e.g., in professional journals, editorials, political speeches, primary source material).

## **Writing**

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### **1.0 Writing Strategies**

#### *Organization and Focus*

- 1.1 Establish a controlling impression or coherent thesis that conveys a clear and distinctive perspective on the subject and maintain a consistent tone and focus throughout the piece of writing.
- 1.2 Use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice.

#### *Research and Technology*

- 1.3 Use clear research questions and suitable research methods (e.g., library, electronic media, personal interview) to elicit and present evidence from primary and secondary sources.
- 1.4 Develop the main ideas within the body of the composition through supporting evidence (e.g., scenarios, commonly held beliefs, hypotheses, definitions).



## California Science Standards linked with Generation Earth Service Learning Projects: Language Arts 9-10

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- 1.5 Synthesize information from multiple sources and identify complexities and discrepancies in the information and the different perspectives found in each medium (e.g., almanacs, microfiche, news sources, in-depth field studies, speeches, journals, technical documents).
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- 1.9 Revise writing to improve the logic and coherence of the organization and controlling perspective, the precision of word choice, and the tone by taking into consideration the audience, purpose, and formality of the context.

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- 2.3 Write expository compositions, including analytical essays and research reports:
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## California Science Standards linked with Generation Earth Service Learning Projects: Language Arts 9-10

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- d. Address readers' concerns, counterclaims, biases, and expectations.

### Listening and Speaking

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#### 1.0 Listening and Speaking Strategies

##### *Comprehension*

- 1.1 Formulate judgments about the ideas under discussion and support those judgments with convincing evidence.
- 1.2 Compare and contrast the ways in which media genres (e.g., televised news, news magazines, documentaries, online information) cover the same event.

##### *Organization and Delivery of Oral Communication*

- 1.6 Present and advance a clear thesis statement and choose appropriate types of proof (e.g., statistics, testimony, specific instances) that meet standard tests for evidence, including credibility, validity, and relevance.
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## **Illegal Dumping**

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- 2.3 Generate relevant questions about readings on issues that can be researched.
- 2.4 Synthesize the content from several sources or works by a single author dealing with a single issue; paraphrase the ideas and connect them to other sources and related topics to demonstrate comprehension.
- 2.5 Extend ideas presented in primary or secondary sources through original analysis, evaluation, and elaboration.
- 2.6 Demonstrate use of sophisticated learning tools by following technical directions (e.g., those found with graphic calculators and specialized software programs and in access guides to World Wide Web sites on the Internet)

#### *Expository Critique*

- 2.11 Critique the logic of functional documents by examining the sequence of information and procedures in anticipation of possible reader misunderstandings.
- 2.12 Evaluate the credibility of an author's argument or defense of a claim by critiquing the relationship between generalizations and evidence, the comprehensiveness of evidence, and the way in which the author's intent affects the structure and tone of the text (e.g., in professional journals, editorials, political speeches, primary source material).

## **Writing**

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### **1.0 Writing Strategies**

#### *Organization and Focus*

- 1.1 Establish a controlling impression or coherent thesis that conveys a clear and distinctive perspective on the subject and maintain a consistent tone and focus throughout the piece of writing.



## California Science Standards linked with Generation Earth Service Learning Projects: Language Arts 9-10

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- 1.2 Use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice.

### *Research and Technology*

- 1.3 Use clear research questions and suitable research methods (e.g., library, electronic media, personal interview) to elicit and present evidence from primary and secondary sources.
- 1.4 Develop the main ideas within the body of the composition through supporting evidence (e.g., scenarios, commonly held beliefs, hypotheses, definitions).
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### *Evaluation and Revision*

- 1.9 Revise writing to improve the logic and coherence of the organization and controlling perspective, the precision of word choice, and the tone by taking into consideration the audience, purpose, and formality of the context.

## 2.0 Writing Applications (Genres and their Characteristics)

- 2.3 Write expository compositions, including analytical essays and research reports:
  - a. Marshal evidence in support of a thesis and related claims, including information on all relevant perspectives.
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  - j. Anticipate and address readers' potential misunderstandings, biases, and expectations.
  - k. Use technical terms and notations accurately.



## California Science Standards linked with Generation Earth Service Learning Projects: Language Arts 9-10

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- 2.4 Write persuasive compositions:
- a. Structure ideas and arguments in a sustained and logical fashion.
  - b. Use specific rhetorical devices to support assertions (e.g., appeal to logic through reasoning; appeal to emotion or ethical belief; relate a personal anecdote, case study, or analogy).
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#### *Comprehension*

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- 1.6 Present and advance a clear thesis statement and choose appropriate types of proof (e.g., statistics, testimony, specific instances) that meet standard tests for evidence, including credibility, validity, and relevance.
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## **Household Hazardous Waste**

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## California Science Standards linked with Generation Earth Service Learning Projects: Language Arts 9-10

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- b. Use specific rhetorical devices to support assertions (e.g., appeal to logic through reasoning; appeal to emotion or ethical belief; relate a personal anecdote, case study, or analogy).
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