

# Reclaim the Future Learning Activities and the California Content Standards

## ENGLISH LANGUAGE ARTS

### GRADES 9 & 10

#### READING

##### 2.0 Reading Comprehension (Focus on Informational Materials)

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

	1 The Green Wave and My Community	2 Exploring Eco-Privilege	3 Green Jobs, Not Jails!	4 Model Cities and You	5 Finding Solutions
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.		•	•	•	•

#### WRITING

##### 1.0 Writing Strategies

###### *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.		•		•	•
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##### 2.0 Writing Applications (Genres and Their Characteristics)

2.1 Write biographical or autobiographical narratives or short stories:					
a. Relate a sequence of events and communicate the significance of the events to the audience.			•		
b. Locate scenes and incidents in specific places.			•		

#### LISTENING AND SPEAKING

##### 1.0 Listening and Speaking Strategies

###### *Comprehension*

1.1 Formulate judgments about the ideas under discussion and support those judgments with convincing evidence.		•	•	•	•
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###### *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.		•		•	

##### 2.0 Speaking Applications (Genres and Their Characteristics)

2.1 Deliver narrative presentations:					
a. Narrate a sequence of events and communicate their significance to the audience.			•		
b. Locate scenes and incidents in specific places.			•		
2.2 Deliver expository presentations:					
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.		•		•	•

	1 The Green Wave and My Community	2 Exploring Eco-Privilege	3 Green Jobs, Not Jails!	4 Model Cities and You	5 Finding Solutions and You
d. Include visual aids by employing appropriate technology to organize and display information on charts, maps, and graphs.				•	•
f. Use technical terms and notations accurately.	•		•	•	•
<b>2.3 Apply appropriate interviewing techniques:</b>					
a. Prepare and ask relevant questions.	•				
b. Make notes of responses.	•				
c. Use language that conveys maturity, sensitivity, and respect.	•				
e. Demonstrate knowledge of the subject or organization.	•				
f. Compile and report responses.	•				
<b>2.5 Deliver persuasive arguments (including evaluation and analysis of problems and solutions and causes and effects):</b>					
a. Structure ideas and arguments in a coherent, logical fashion.	•			•	•
c. Clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, expressions of commonly accepted beliefs, and logical reasoning.	•			•	•
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<b>GRADES 11 &amp; 12</b>					
<b>WRITING</b>					
<b>1.0 Writing Strategies</b>					
<i>Research and Technology</i>					
1.6 Develop presentations by using clear research questions and creative and critical research strategies (e.g., field studies, oral histories, interviews, experiments, electronic sources).		•		•	•
<b>2.0 Writing Applications (Genres and Their Characteristics)</b>					
2.1 Write fictional, autobiographical, or biographical narratives:					
a. Narrate a sequence of events and communicate their significance to the audience.				•	
b. Locate scenes and incidents in specific places.				•	
<b>LISTENING &amp; SPEAKING</b>					
<b>1.0 Listening and Speaking Strategies</b>					
<i>Comprehension</i>					
1.1 Recognize strategies used by the media to inform, persuade, entertain, and transmit culture (e.g., advertisements; perpetuation of stereotypes; use of visual representations, special effects, language).					•
1.2 Analyze the impact of the media on the democratic process (e.g., exerting influence on elections, creating images of leaders, shaping attitudes) at the local, state, and national levels.					•
<b>2.0 Speaking Applications (Genres and Their Characteristics)</b>					
2.1 Deliver reflective presentations:					
a. Explore the significance of personal experiences, events, conditions, or concerns, using appropriate rhetorical strategies (e.g., narration, description, exposition, persuasion).				•	
b. Draw comparisons between the specific incident and broader themes that illustrate the speaker's beliefs or generalizations about life.				•	
c. Maintain a balance between describing the incident and relating it to more general, abstract ideas.				•	

5 Finding Solutions	5
4 Model Cities and You	4
3 Green Jobs, Not Jails!	3
2 Exploring Eco-Privilege	2
1 The Green Wave and My Community	1

**HISTORY SOCIAL SCIENCE**

Note: The California State Board of Education has established grade nine History-Social Science as an elective year. There are no standards for grade nine.

**GRADE 10**

READING

**10.3 Students analyze the effects of the Industrial Revolution in England, France, Germany, Japan, and the United States.**

5. Understand the connections among natural resources, entrepreneurship, labor, and capital in an industrial economy.

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**GRADE 11**

**11.2 Students analyze the relationship among the rise of industrialization, large-scale rural-to-urban migration, and massive immigration from Southern and Eastern Europe.**

1. Know the effects of industrialization on living and working conditions, including the portrayal of working conditions and food safety in Upton Sinclair's *The Jungle*.  
 2. Describe the changing landscape, including the growth of cities linked by industry and trade, and the development of cities divided according to race, ethnicity, and class.

1	2	3	4	5
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**11.5 Students analyze the major political, social, economic, technological, and cultural developments of the 1920s.**

7. Discuss the rise of mass production techniques, the growth of cities, the impact of new technologies (e.g., the automobile, electricity), and the resulting prosperity and effect on the American landscape.

1	2	3	4	5
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**11.8 Students analyze the economic boom and social transformation of post-World War II America.**

7. Describe the effects on society and the economy of technological developments since 1945, including the computer revolution, changes in communication, advances in medicine, and improvements in agricultural technology.

1	2	3	4	5
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**11.11 Students analyze the major social problems and domestic policy issues in contemporary American society.**

5. Trace the impact of, need for, and controversies associated with environmental conservation, expansion of the national park system, and the development of environmental protection laws, with particular attention to the interaction between environmental protection advocates and property rights advocates.  
 6. Analyze the persistence of poverty and how different analyses of this issue influence welfare reform, health insurance reform, and other social policies.  
 7. Explain how the federal, state, and local governments have responded to demographic and social changes such as population shifts to the suburbs, racial concentrations in the cities, Frostbelt-to-Sunbelt migration, international migration, decline of family farms, increases in out-of-wedlock births, and drug abuse.

1	2	3	4	5
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<b>GRADE 12</b>					
<b>PRINCIPLES OF AMERICAN DEMOCRACY</b>					
<b>12.2 Students evaluate and take and defend positions on the scope and limits of rights and obligations as democratic citizens, the relationships among them, and how they are secured.</b>					
2. Explain how economic rights are secured and their importance to the individual and to society (e.g., the right to acquire, use, transfer, and dispose of property; right to choose one's work; right to join or not join labor unions; copyright and patent).	•	•	•	•	
4. Understand the obligations of civic-mindedness, including voting, being informed on civic issues, volunteering and performing public service, and serving in the military or alternative service.	•	•	•	•	•
5. Describe the reciprocity between rights and obligations; that is, why enjoyment of one's rights entails respect for the rights of others.		•			
<b>12.3 Students evaluate and take and defend positions on what the fundamental values and principles of civil society are (i.e., the autonomous sphere of voluntary personal, social, and economic relations that are not part of government), their interdependence, and the meaning and importance of those values and principles for a free society.</b>					
1. Explain how civil society provides opportunities for individuals to associate for social, cultural, religious, economic, and political purposes.	•			•	•
2. Explain how civil society makes it possible for people, individually or in association with others, to bring their influence to bear on government in ways other than voting and elections.	•	•	•	•	•
<b>12.7 Students analyze and compare the powers and procedures of the national, state, tribal, and local governments.</b>					
5. Explain how public policy is formed, including the setting of the public agenda and implementation of it through regulations and executive orders.	•			•	
<b>12.8 Students evaluate and take and defend positions on the influence of the media on American political life.</b>					
2. Describe the roles of broadcast, print, and electronic media, including the Internet, as means of communication in American politics.					•
3. Explain how public officials use the media to communicate with the citizenry and to shape public opinion.					•
<b>PRINCIPLES OF ECONOMICS</b>					
<b>12.1 Students understand common economic terms and concepts and economic reasoning.</b>					
1. Examine the causal relationship between scarcity and the need for choices.		•			
3. Identify the difference between monetary and nonmonetary incentives and how changes in incentives cause changes in behavior.	•		•	•	
4. Evaluate the role of private property as an incentive in conserving and improving scarce resources, including renewable and nonrenewable natural resources.	•	•	•	•	
5. Analyze the role of a market economy in establishing and preserving political and personal liberty (e.g., through the works of Adam Smith).	•	•	•	•	

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<b>12.2 Students analyze the elements of America’s market economy in a global setting.</b>					
2. Discuss the effects of changes in supply and/or demand on the relative scarcity, price, and quantity of particular products.		•	•		
7. Analyze how domestic and international competition in a market economy affects goods and services produced and the quality, quantity, and price of those products.		•			
<b>12.3 Students analyze the influence of the federal government on the American economy.</b>					
1. Understand how the role of government in a market economy often includes providing for national defense, addressing environmental concerns, defining and enforcing property rights, attempting to make markets more competitive, and protecting consumers’ rights.		•		•	•
<b>12.4 Students analyze the elements of the U.S. labor market in a global setting.</b>					
2. Describe the current economy and labor market, including the types of goods and services produced, the types of skills workers need, the effects of rapid technological change, and the impact of international competition.		•		•	•